DOCUMENT RESUME

ED 344 845 SP 033 690

AUTHOR Middleton, Ernest J., Ed.; And Others
TITLE Building Collaborative Relationships for the Recruitment and Retention of Minority Students in Teacher Education. Proceedings of the National Conference on the Recruitment and Retention of Minority Students in Teacher Education (3rd, Lexington, Kentucky, January 15-17, 1989).
INSTITUTION Kentucky Univ., Lexington. Coll. of Education.
PUB DATE Jan 89
NOTE 118p.; For other proceedings of this conference, see ED 301 535, SP 033 689-691, and SP 033 735.
PUB TYPE Collected Works - Conference Proceedings (021)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Agency Cooperation; Consortia; Cross Cultural Training; Elementary Secondary Education; Employment Patterns; Higher Education; *Institutional Cooperation; *Minority Groups; Models; Multicultural Education; School Desegregation; School Districts; *Schools of Education; *Student Recruitment; *Teacher Education Programs; Teacher Shortage
IDENTIFIERS *National Teacher Examinations; Reform Efforts

ABSTRACT

This conference emphasizes the importance of collaboration among university training programs, education agencies, local business, and community groups in attracting minorities to teaching careers. A review of research on the best practices for recruiting minorities includes the following strategies: start early, use peer contact, involve parents, provide financial aid, offer experiential programs, provide academic and psychological support, discuss obstacles and how to cope with them, provide training on test taking, involve minority faculty members in the admissions process, utilize mentors, and create consortia to reduce costs. Following a foreword, nine papers are presented: (1) "The Importance of Multi-Ethnic Teachers in a Multi-Cultural Society" (Perkins); (2) "Evaluating the Effects of School Desegregation and the Implications for Minority Teachers" (Hawley); (3) "The Importance of Minorities in Education Reform" (Futrell); (4) "Perspectives from the Nation's Capitol" (Cavazos); (5) "Eschewing Panaceas and Moving toward Excellence: A Critique of the National Teaching Exam" (Beckum et al.); (6) "Successful Strategies for Local School District Partnerships" (Boutte, Sanders); (7) "Successful Strategies for Private Constituent Groups and Agencies" (McNeill); (8) "Successful Strategies of Colleges and Universities for the Recruitment and Retention of Minority Students" (James et al.); and (9) "Summary" (Middleton et al.). An evaluation of the conference and a list of conference participants are appended. (LL)

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ED344845

Building Collaborative Relationships

for the

Recruitment and Retention of Minority Students

in

Teacher Education

Proceedings of the Third National Conference
Lexington, Kentucky
January 15-17, 1989

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Copy editing and layout design by: Sara Beth Mason
Lexington, Kentucky

Acknowledgments

A project such as a conference and the accompanying edited proceedings are necessarily the work of many people whose contributions often go unnoticed. Further, providing credit to these people is a task fraught with risk because so many have given unselfishly of their time, talent, and resources with no intention of being rewarded other than to see the conference's objectives met. So, to all those who had a specific part in the conference or the edited proceedings who have not been mentioned here, and we're sure there were many, we acknowledge with gratitude the contributions you made. With this caveat in mind, we wish to thank the sponsors of the conference listed on the inside cover. The importance of their support cannot be minimized. Without them we simply would not have had a conference. We sincerely hope to continue to work with these sponsoring groups and agencies in support of minority group members considering careers in the teaching profession.

Mention should be made of Renee Aniton, David Allen, Wayne Harvey, Roy Peterson, Bill Stilwell, Larry Kelsh, and Anita Jones who worked on the steering committee to help plan the program and obtain the support of the sponsors. David Imig, Edgar Sagan, Mary Dilworth, Len Beckhem and William Parker all have been supporters of the conference from the first. Their moral and other kinds of support have been substantial. To Congressman Larry Hopkins a special thanks for helping to bring the U.S. Secretary of Education, Dr. Lauro Cavazos, to speak at the conference, and to Dr. Cavazos for his willingness to come and address the group. We also thank Mary Futrell for taking time from her busy schedule to discuss the issue of minority recruitment with conference participants. The attention and participation we have received from such national figures as Secretary Cavazos and President Futrell give inspiration to the cause we all work toward.

We want to thank the conference participants. They came to the meeting with a sense of purpose that can only mean good things in the future not only for minorities in education, but for all people and our nation's schools. Thanks to Sara B. Mason for her editing and preparing the manuscript of the proceedings for publication. Finally, our thanks to our families who have had to work around our schedules and provide understanding while we prepared for this conference.

EJM
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Foreword

A crisis denotes a critical turning point when a serious condition may improve or deteriorate. The shortage, and the prognosis for a deepening shortage of minority teachers in the United States is no longer a crisis. It is a full blown disaster. At the first level, this situation is essentially a question of equity. Are potentially able minority teachers being led to other pursuits or prevented from entering teacher education programs? Are there institutionalized means by which minority group members are being systematically deterred from becoming teachers. On a second level, there is the issue of the teachers that all our children and youth need. It is important that Blacks, Hispanics, and other minority pupils learn from at least some teachers for a portion of their elementary and secondary experience who can serve as role models. Of equal and perhaps greater importance may be the need of majority youngsters to have the experience of learning from minority teachers at some point in their school lives. In addition to these issues of equity and the models that all American youngsters need, there is the necessity of living up to our own stated values. What sort of statement are we making as a society when the school administrators are predominantly white males, the teachers are predominantly women, and the teacher aides, custodians and cafeteria workers predominantly members of minority groups?

The papers in this compendium represent the proceedings of the Third National Conference on the Recruitment and Retention of Minority Students in Teacher Education. They analysze the causes of our present condition from a variety of perspectives. The issues of school desegregation, school reform, the federal role, and national certification are just a few of the several vantage points from which the problem is analyzed. These analyses not only deepen our insights but lead us to see new possibilities. The several papers that focus on solutions contain many creative as well as sophisticated suggestions. Possible actions by local schools, universities, and the private sector are represented as part of the overall theme, "Building Collaborative Relationships." These papers also contain bibliographies that provide a current and well-rounded view of the issues. Taken together, and including the proceedings of the previous two conferences in the series, serious students of minority recruitment have an almost complete view of the problem, its causes and potential solutions.

A recent review of research on, and best practices for, recruiting minorities into teaching summarizes the most effective techniques in the following way: start early, use peer contact, involve parents, use minority and mass media, access computer data bases for student records, provide generous financial assistance, offer experiential programs, provide academic and psychological support, discuss obstacles and how to cope with them, provide training on how to take tests, provide flexible scheduling, involve minority faculty members in the processes of admissions and recruitment, survey minority students, provide training on how to teach diverse populations, use enthusiastic mentors, and create consortia to reduce the costs of contacting students and developing materials.

But this research base is only a primitive beginning. It still leaves teacher education practitioners with the need to learn more about precisely how to accomplish these praiseworthy functions. Such needs are met by several of the papers in these proceedings, but even more, by the collegial sharing that this annual forum generates.

A final caveat is in order. The ultimate goal is to secure more minority teachers for the classrooms of America. The focus on attracting more minority students into university-based teacher education programs should be recognized as merely an intermediate step. The ultimate value to be preserved is not one of simply making the school of education or the total university appear to be doing better in its affirmative action program.

This raises the specter of two highly controversial issues. First are the university practices which might be effective at recruiting minorities to university teacher education programs, but which do not provide them with the quality of learning needed to progress all the way through to the stage of certified graduate. Second is the issue created by the excellent record of many alternative certification programs, particularly in California and Texas, which have successfully brought minority students into teaching. Can these models be ignored because they succeeded in bringing minorities directly into teaching without having to ever be in the role of traditional teacher education major? There is no question that the three conference proceedings are a notable contribution to the literature, and that much more research, development and sharing needs to be done...quickly.

Martin Haberman

Welcome to Conference Participants

Ronald Walton, Fayette County Schools, Lexington, Kentucky

The subject that this conference addresses continues to be one of high priority in the local school system. Several of our teachers and administrators attended the last National Conference on the Recruitment and Retention of Minority Students in Teacher Education. They returned to their school assignments with many excellent ideas as to what we can do in the public school environment to enhance the possibility of enrolling more minority students in teacher education programs.

There are many others in this community who recognize the extreme importance of the topic discussed at the conference. In fact, there are several key groups that are focusing on race-related issues in our community. One is a fact-finding committee that has been appointed by our mayor to look at every dimension of life in this community for the purpose of identifying racism where it exists, and to develop strategies to improve race relations.

The second group was organized by the school system several months ago to review the status of equity in education in the Fayette County schools. This 50-person task force has been studying issues such as minority presence in our schools, equal access to programs and services, sensitivity of staff to minority issues, expectations for student performance, and systemic issues in the Fayette County public schools. I can assure you that both of these groups have considered, or will be considering, the subject of this conference - the need for this school district to do a more effective job of recruiting and retaining minorities on its professional staff.

If the public school systems of this country are to meet that challenge, there must be a dramatic turnaround in the pool of available recruits. We are all well aware of the statistics that give evidence to the significant decline in the percentage of minority teachers and prospective teachers for our public school classrooms. We are also aware of some of the reasons that are frequently cited for this decline, such as low pay and poor working conditions, biased standardized entrance exams, and the windows of opportunity that have opened for minorities in other higher paying fields.

The most alarming statistic of all is the declining percentage of minority high school graduates going on to college. According to a brief published in October, 1988, by the American Association of School Administrators, almost 30 percent more blacks graduated from high school in 1982 than in 1975, but black enrollment in college dropped 11 percent during that same period. High school graduation rates for Hispanics increased 38 percent during that period, but Hispanic college enrollment declined by 16 percent. In addition, not only are fewer minority students going on to college, but a much smaller percent of those who are going to college are majoring in teacher education.

That is the very issue that prompts such conferences as this, and that leads school districts such as ours to work with universities and colleges in an attempt to develop programs that will reverse these trends. Since this conference was held last year, the Fayette County school system has become involved in cooperative programs with both the University of Kentucky and Morehead State University that are geared toward recruiting minority high school students for teacher education programs.

We believe that we have a viable pool of potential minority teachers in our schools. The challenge is to get them successfully through high school and college so that they might return to our district as teachers. Further, we think that the key to turning young people on to teaching is teachers. An important part of any recruitment effort at the high school level is the contact that minority youngsters must have with minority role models. This is especially true for black and Hispanic males who see very few of their gender represented in the teaching profession.

The program that was planned for this conference explored these and other concerns that are related to one of the major issues of the 1990s, that of ensuring proper representation in the ranks of teachers of all minorities in this country. I, for one, will look forward to the outcomes of the discussions and to the proposals which surface during the conference.

Betty Steffy, Kentucky Department of Education

The topic of recruiting and retaining minority students in teacher education is crucial for any progress towards resolving the crises of the shortage of minority teachers in our public schools. The problem appears to be worsening. Many of the conference's speakers begin their solutions by ad-

dressing the problem as it manifests itself within the parameters of higher education. I would suggest that the problem begins in our elementary and secondary schools, where future teachers are now students in the very schools where we would want many to end up as teachers.

Attitudes about minorities and women are shaped very early and reinforced over a long stretch of time. The 13 years of a K-12 program would encompass three continuous four-year-college education programs. These are the formative years when self-identity is cast and young people dream of what they want from their lives. How many dream of becoming teachers? The problem is not only one of role models who are themselves minorities, but of the educational process itself, which is still unable to find a way to inspire significant numbers of minority students to want to be teachers in our public schools. How could anyone want to be a leader in an institution where only a few really succeed?

It seems that the key to unlocking the recruitment of minority students in teacher education is the same key which will unlock elementary and secondary education success for minority students. In fact, when we unlock the latter we will have taken a step to resolving the former. It seems prophetic that this conference began one day before Martin Luther King's Holiday. We are not finished with the work he began. There is still discrimination in schools. There is still work to be accomplished. When the public schools finally become what they were envisioned to become, we will have moved much closer to the goals of this conference.

I leave you with the words of the very first state superintendent of Kentucky, Dr. Joseph James Bullock, a Presbyterian minister who was born in Fayette County, Kentucky, in 1812. He was also a graduate of Transylvania University and the Princeton Theological Seminary. In 1838 Superintendent Bullock wrote: "The great object of the Common School Law is to give every child in the Commonwealth a good common school education; to develop the whole intellect of the State. The great principle of the System is that of equality . . . The State has an interest in every child within her limits; and indifference with regard to the beings upon whom all the interests of society are so soon to devolve, is as criminal as it is impolitic . . . The elevation of an entire people is beyond all price."

The deliberations at the conference are important. But it is also important to remember that solving minority teacher recruitment problems through higher education is only part of the solution. We ask for your assistance in supporting elementary and secondary educators who are working to resolve the same problem by providing equality for all students.

Roy Peterson, Kentucky Council on Higher Education

On behalf of the Kentucky Council on Higher Education, I welcome you to join in the deliberations about solutions to the major national problem, the recruitment and retention of minority students in teacher education. Dr. Gary Cox, the Executive Director of the Council could not attend the conference, but he asked me to try to give the Commonwealth's perspective on this national conference.

Kentucky, like most of the rest of the nation, needs minority teachers as role models, as excellent teachers, as advisors for our school age population, and as clear indicators that the profession offers minorities the opportunity to make a difference. Similar to the situation in other states, most of our minority students appear to have selected other vocations as career paths. The litany of disadvantages of a teaching career also exists in Kentucky and exacerbates our attempts to interest minorities in enterring this honored profession. In addition, Kentucky's minority population is only about 7% of the total; still we statistically fall far below producing or hiring an equivalent share of minorities as teachers.

The efforts of the Council on Higher Education and the eight Kentucky public universities to overcome the shortage have been extensive, and as expected, have had varying degrees of success. Our office, for example, provides $250,000 per year for the universities to work with middle school students. The program — known as the Governor's Minority Student College Preparation Program — is designed to interest minority youngsters in college, to assist further in their prepation, and to aid them in seeing college as a valuable option. Three of the universities have developed program activities with the Council's support that seek to recruit minority students for teacher education. Morehead State University, the University of Kentucky, and the University of Louisville have developed teacher interest groups in middle schools. Activities during the school year include club meetings, and discussions of teaching as a career, on campus summer instruction of two to four weeks in areas of weakness, counseling and advising services, and in two instances, scholarships and admission to the institution

for those successful students. In addition, the Jefferson County (Louisville) and Fayette County (Lexington) school systems have agreed to offer teaching experiences and teaching jobs to those minority students from their areas who graduate with teacher certificates. Recently, Dr. Bill Cosby granted the Council on Higher Education permission to highlight him in a pamphlet that will be distributed to all elementary and middle school minority students. The pamphlet encourages them to stay in school and think about going to college. It also includes statements from a number of young Kentucky minority group members who can serve as role models as college graduates.

I mention these activities in some detail because this third national conference opens for us the opportunities to share successes as well as failures. We can, and should, pursue ideas in some detail, and to the extent possible, implement successful ideas in our home communities. I look forward to learning more about exciting activities on your campuses, and to getting to know you better. Welcome to Kentucky! Enjoy the beauty that is the Commonwealth, spend lots of money while you are here to help our economy; pursue new and different aspects of the problem of the shortage of minority teachers; and help us all to help the nation embrace diversity in all its uplifting aspects.

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Chapter 1

The Importance of Multi-ethnic Teachers in a Multi-cultural Society

Huel D. Perkins
Louisiana State University

The Need For Minority Teachers in a Multi-Cultural and Multi-racial Society

Let me begin with a recital of some findings drawn from a variety of sources. Some of them are enough to make you weep:

- Black Children are beginning to drop out of school as early as the elementary grades - because an older brother or sister has already called it quits.

- One out of every four students presently enrolled in high school will not finish. The dropout rate in some minority communities runs as high as 80 percent.

- Over 45 percent of blacks are enrolled in two-year colleges, many in terminal programs. Where are the professionals to come from - teachers, lawyers, physicians?

- Blacks received fewer bachelor's and master's degrees in 1984 than in 1978. Other minorities made gains at both levels.

- Low-income students had more financial difficulty enrolling in college in 1985 than in 1978 due to lowered family income, higher tuition and reductions in federal student aid.

- Black children constitute 16 percent of the nation's elementary and secondary school population, while only 6.9 percent of the nation's public school teachers are black.

- A report entitled The Forgotten Half concluded that young adults who do not attend college are being economically shortchanged. It said simply, if you do not have an education, you do not have a future.

- A report in the Chronicle of Higher Education (12/9/87) stated that more and more black men are choosing not to go to college. There is a decline in the number of black males at every level of higher education.

* In the whole state of Michigan, there are only 11 black male teachers between the ages of 21 and 26.

* Despite aggressive and costly recruitment strategies in many urban districts in the state of Ohio, there were only 39 more black teachers in 1987 than in 1986.

* A 1986 report entitled A Nation Prepared, by the Carnegie Forum on Education and Economy, projects that by 1990 only 5 percent of the nation's school teachers will be black.

* A 1986 assessment by the American College Testing Program found that teaching not only comes behind careers in other fields, but also loses out to "undecided".

These statistics bring the problem of the need for minority teachers into focus. If this situation is allowed to continue unchecked, it is highly probable that in the next two decades it will be possible for a black child to go through an entire elementary and high school career without ever being taught by a minority teacher, thus reinforcing a white authority figure in our schools. As the availability of minority teachers declines, positions once occupied by minorities are being filled by whites. As the proportion of white teachers increases, the number of role models, which are necessary to attracting future teachers into the profession, decreases. Also declining with the number of minority teachers is the respect that minority students have for academic achievement.

So we have a problem of mammoth proportions. Where do we begin? My first suggestion is to begin with our elementary schools to concentrate on the first experiences that youngsters have with the educational process. This is where ideas are formulated about what is good and bad in this world; what is worth pursuing and what is worth casting aside; what is important to one's existence and what is not. In short, we must make learning attractive early in children's lives if we are to produce a significant number of minority teachers. The profession must be made financially attractive as well.

We must begin by reversing attitudes which young people have toward education. In an article I wrote entitled "Young Blacks' Attitudes Toward Education Must be Reversed," I attempted to address this problem. This article was expanded by what I saw on a national television newscast. A young black girl admitted that to do well academically was to be considered "white" by her peers. She said to make an "A" in English was to be ostracized by the black community. If this attitude is extrapolated among young blacks, there will be no teachers, doctors, lawyers, or professionals at all coming out of these schools. Or take the case of the black male in the black community. Likewise, if he does well in academic subjects he is considered effeminate. If he is not shooting basketballs, or running with footballs, he is doomed in his environment. This is tragic, for there are many who already consider the black male an endangered species. If a young black male never sees a black teacher and repeatedly sees the black dope-pusher, there is no doubt who will become his role model, the person whom he will wish to emulate.

In my article, I suggested that we find ways to provide alternative environments for those students who wish to develop their minds and encourage them in academic pursuits. In other words, I suggested taking them out of the big cities, if

need be, if only for a summer, where little premium is placed on the training of the mind. Put them in situations where their achievement in school is respected and applauded. They must know that somewhere, someone cares about what they do in school.

I also suggested that a national campaign be launched to work with students individually. Every educated minority should be trying to save at least one child from the doom of ignorance, the despair of illiteracy. Finally, I suggested that the economic conditions in this country be re-examined which keep blacks in low-paying jobs with no hope of upward mobility; which at every level separate the "haves" from the "have nots"; which dictate that athletes be paid salaries that embarrass even themselves; and which prohibit some of our best minds from obtaining an education. Black youngsters must be reminded repeatedly that there is another way out of the ghetto besides athletics and entertainment. That way is through education.

The production of minority teachers in our nation's schools is no longer a minority problem. It has reached national proportions. Therefore, it must become an item on the national agenda. According to recent articles on the subject, it already has become a national concern.

In a commentary which appeared in Education Week (Oct. 5, 1988), Peter Loehr, Chairman of the Ohio Minority Recruitment Consortium for Lorain City Schools made some pertinent suggestions. First, he calls upon legislators to create or expand financial aid and loan "forgiveness" plans for young people who aspire to become teachers. He next calls upon state policy makers to provide special funding to assist local districts in their efforts to identify and recruit prospective educators. Governors, state superintendents of education, state university boards of education should give priority consideration to urban education programs. At the national level, he calls upon Congress, the U.S. Education Department and other agencies to adopt strategies to counter this impending crisis. Federal agencies should also provide grants or other incentives to states and urban areas developing recruitment strategies. Again the severity of the problem rests not with any one segment of our educational hierarchy. It is an all-encompassing problem which must be dealt with in a complete manner.

Another interesting approach to this problem appeared in an article in the Chronicle of Higher Education. Essentially, it proposed an alliance between four-year institutions and two-year colleges as a means of recruiting minority teachers. The article states that for those who are not planning to end their formal education in two years, the junior college becomes a logical place to attempt to recruit minority teachers. Citing statistics which reveal that members of minority groups constitute 21.3 percent of the population as a whole and 17 percent of students at two-year colleges. Further, 54 percent of all Hispanics and 45 percent of all blacks enrolled in post-secondary institutions attend two-year colleges. The two-year college is usually cheaper to attend, closer to home and offers more in the way of remediation than four-year institutions. They have a record of assisting minorities to bridge the transition from secondary to higher education. We must go further and attempt to interest some of these students in teaching. The fact that they come from communities that they know well, the fact that they have embraced education beyond the average number of years, and the fact that they see the value of education in their own lives may, with some persuasion, entice some of them to pursue teaching careers and return to their communities. This is an approach which must be pursued. Finally, the article suggests that two-year colleges set up programs for coaching minority

students in the skills needed to pass tests for college admission, course completion and state certification. The four-year institutions must take some responsibility for the education and retention of transfer students. Colleges of education must help students from low-income families get financial aid and arrange jobs for them as teachers' aids in local schools. There can be no increase in the number of minority teachers if teacher education programs ignore the critical financial need of minority students.

If we expect to solve the teacher shortage among minorities, we must do so with attractive financial packages. Time was when the majority of graduates from black colleges and universities majored in education. This was the case because the pay was the best available and the employment was immediate. This is no longer the case. Minority students are attracted to the fields of engineering, business administration, management, marketing, computer science - areas which offer better salaries and immediate employment. Moreover, the corporations have begun to address shortages in their fields by increasing the number of scholarships available to minority students. If engineering is attracting the bright minds among minorities, it is because engineering firms are putting a great deal of money into scholarships designed to attract minorities. Education must fight fire with fire. If we expect to compete for the bright minority student as a potential classroom teacher, we must make our offerings as attractive as those from the corporate world. There is no other way to address the problem. Teachers' salaries must be increased to raise the prestige of the profession. Financial support must be increased. Both teaching and learning must be made attractive again if we are to appeal to young people to enter the profession. Foundations, if you are not listening, an illiterate populace will destroy our country.

Finally, the February issue of **Ebony** magazine devoted an article to the problem of minority teachers. The article was entitled "The Vanishing Black Teacher." It gave a recital of all the reasons I have listed above: low salries of teachers; loss of respect for education; environments which do not encourage academic achievement. The **Ebony** article added yet another dimension, which was the failure of minorities to pass racially biased certification examinations, citing the fact that 44 states now require these tests. Yet, Dr. Mary Futrell, President of NEA, says unequivocably that these tests are here to stay. So what do we do? Do we continue to rail at the inevitable? More effective training at the lower levels of education will make taking any test a piece of cake, even if it was in Yugoslavian.

In a speech I gave recently entitled "Education - Our Heritage and Our Future," I compared the lack of education among today's blacks to what occurred in our history in 1863. On Jan. 1, 1863, the Negro was emancipated from slavery. He became a free man with freedom and nothing else. He was not educated. No wonder some slaves returned to the brutal and inhuman slave-masters. There was simply nowhere else to go. I see the same situation developing again among blacks with this new and insidious loss of respect for training the mind. The first time this happened to black people, it was not our fault. The next time this happens, we will have no one to blame but ourselves. Here I am reminded of the Holocaust and the attitude the Jews have taken toward it. They say NEVER AGAIN. I say NEVER AGAIN must the black man be caught without an education. Sometimes I think we are headed at breakneck speed in that direction.

One way to intervene in this impending crisis is to produce some minority teachers in this country. To accomplish this objective with all deliberate speed, we must enlist the aid of every office, agency, school, university and civic group available. We must launch a campaign which signals that this is a situation of grave consequences. The problem must be addressed today. Tomorrow will be

too late. It is almost too late already for we will not be able to solve the problem in less than a generation or two of students. The need is urgent and cannot be overstated. Role models are needed as never before for minority students to counter the negative images in the minority communities. Role models are needed to provide some image of success in academic pursuits. They are needed to say that academic achievement is not "white" and that to make an "A" in Algebra is not to compromise one's manhood. Role models are needed to say to youngsters that education is important to any race of people which wishes to dispel its own ignorance. W.E.B. DuBois said that "history has shown that any race of people that wishes to dispel its own ignorance cannot neglect or despise the well-trained mind."

We have the capacity to do anything we wish because we have the minds that can bring solutions to the problems we face. Any man-made problem is man-solvable. If we all work together we can bring a solution to this problem of the shortage of minority teachers in this multi-cultural and multi-racial society. Marcus Aurelius, the Roman Stoic philosopher, reminds us that we are made for cooperation as are hands and feet. We cannot live in isolation in this society. We must face peoples and cultures different from our own. As we interface with each other, we find that there are more similarities than differences among us. We find that we are made for cooperation like hands and feet. We find that "Man comes to earth unarmed except for his mind. His brain is his only weapon." We must cultivate and use this weapon as we attempt to fashion for ourselves the best possible existence upon this earth. This existence is predicated upon respect for humanity, one another, one's culture, one's heritage and for the human mind and its unlimited capacity.

Sophocles, in his drama *Antigone*, gives us hope as we try to grapple with these huge, but very human problems. He tells us that there is nothing we cannot solve if we honestly wish to address it. He gives us inspiration as we face this national crisis:

> Wonders are many on earth and the greatest of this is man
> Who takes his way through the deeps,
> Through the perilous seas that surge and sway.
>
> He is the master of Earth, bending the immortal mother of
> Gods to his will by mule and plow.
>
> The wind-swift motion of brain he learnt, found out the
> Laws of living together, building himself shelter again
> Rain and wintry weather.
>
> There is nothing beyond his power, his subtlety meeteth all chance
> All danger conquereth
> For every ill he hath found its remedy
> Save only death.

We can solve this problem. Let us all put our shoulders to the wheel. There is nothing beyond our power.

Chapter 2

Evaluating the Effects of School Desegregation and the Implications for Minority Teachers

Willis D. Hawley
Peabody College, Vanderbilt University

The Importance of Minority Teachers to the Racial and Ethnic Integration of American Society

If action to substantially increase the number of minority teachers is to be sustained, a well-developed rationale is required, especially if scarce public resources are needed. Usually, two reasons are given for taking extraordinary steps to recruit minority teachers. First cited is the assertion that the continuation of current trends will result in a national teaching force that is five percent non-white serving a student population that is about one-third non-white. Second, it is asserted that non-white teachers are important role models for non-white children. The second of these justifications is intuitively appealing, but it is also limiting. It would seem applicable only to cases where there is a teacher-student match of race or ethnicity. This justification may also be seen as a vague suggestion that white teachers are inherently less effective than non-white teachers in meeting the developmental needs of non-white children.

It is too early to know whether these and other reasons given for supporting public and institutional policies to increase the supply of minority teachers will be compelling. My objective is to add to and broaden the justifications for allocating scarce resources to special efforts to recruit and retain minority teachers. My argument, which has not yet played a role in discussions of the need for more minority teachers, is that significantly increasing the proportion of minority teachers is important to the racial and ethnic integration of American society.

The contribution this argument might make to efforts to influence the supply of minority teachers depends on whether satisfying answers can be provided to three questions:

1. Why is racial and ethnic integration in the interests of all Americans?

2. How would increasing the number of minority teachers influence racial and ethnic integration?

3. If integration is a major goal, what implications does this have for the content of policies and programs related to the recruitment training and retention of minority teachers?

The Sources and Consequences of Racism and Racial and Ethnic Isolation

Racism - the disposition to view people of certain races or ethnic background as inherently inferior in ability and character - is both a cause and a consequence of racial and ethnic separation in social institutions and residential areas. Together, racism and racial separation have a number of unhappy effects:

- Racism and separation result in the inequitable allocation of public and private resources that determine, at least in part, the effectiveness of public services, living conditions, and in general, quality of life.

- Racism and separation affect the perception of the quality of services received by the victims of discrimination and inequality. This means that even when services available are good and when they contribute to achievement, there is a presumption the evidence of minority achievement should be discounted.

- Because racism and separation lead to the discounting of individual and group capabilities and to low expectations, they reduce prospects for employment, personal recognition, access to quality education and other opportunities.

- Racism and separation deny people access to information, role models, and experiences that provide mechanisms and motivation for self improvement.

- The four consequences listed above combine to produce low income, mental and physical handicaps, poor health, poor housing and vulnerability to crime.

- People who experience the effects of racism and separation are likely to feel a sense of hopelessness, frustration, alienation and low self-esteem.

- All of these consequences of racism and separation contribute to the perpetuation of racism and separation.

- While racism and separation have tragic effects for the direct victims of the stereotyping and segregation, they also have negative effects for others. For example, whites who have little or no personal contact with non-whites do not develop the capacity for interpersonal communication with non-whites.

- Society pays a high price for attempting to remediate the consequences of racism and separation. The ability to pay the price and to increase the quality of life is diminished by discrimination because the resulting under-utilization of human resources reduces the gross national product by billions of dollars.

Let us assume that one accepts the argument that racism and separation have tragic effects for many non-whites and significantly undermines the vitality of the nation. How is this related to the recruitment and retention of minority teach-

ers? Why is increasing the supply of minority teachers essential to reducing racism and racial isolation?

Minority Teachers and the Racial Integration of Society

Racism derives from inaccurate and overgeneralized attribution of negative personal traits to people whose race or ethnicity is different from one's own. Ignorance is the main nutrient of racism. The most effective way to combat racism is to undermine the assumptions upon which it rests and to arm people with the skills to overcome its consequences. These objectives can be achieved by placing people of different races or ethnic backgrounds in situations where they have the opportunity for recurrent interaction involving cooperative and rewarding activities. This strategy is most effective when it is applied to children who have not yet developed the beliefs and/or experienced the indignities that perpetuate racial and ethnic stereotypes. The difficulties of mitigating racism and its effects are greater for older than for younger individuals.

The push for school desegregation and integration is motivated by the search for racial and ethnic tolerance. Despite the fact that resistance to desegregation has often been tenacious and protracted, its positive effects on the integration of American society have been substantial. Braddock has recently summarized this evidence:

> It is now well-documented that racial segregation in American society tends to be self-perpetuating over an individual's life course and across different institutional settings. A growing body of research shows that racial segregation can also inhibit black Americans' participation and social mobility in mainstream institutions. Researchers consistently have found strong evidence that blacks (and whites) whose elementary and secondary school experiences are largely segregated are likely to also lead their adult lives in mostly segregated settings. Studies also show that, as adults, blacks from segregated schools often face greater systemic and institutional barriers to equal employment opportunities than their desegregated counterparts (Braddock, forthcoming).

Racial desegregation does not, of course, automatically result in racial integration. Critical determinants of whether the opportunities afforded by desegregation are utilized include the will and the ability of teachers to facilitate interracial interaction in learning and social contexts. It seems reasonable to assume that minority teachers are more committed and sensitive to the need to foster racial and ethnic integration than white teachers.

Integrated teaching staffs within a school provides students with opportunities to witness cooperative and harmonious interaction between non-white and white teachers of equal status. The integration of teaching staffs cannot be achieved in the absence of minority teachers.

The opportunity for education in racially integrated schools, however, is not available to millions of American children. While aggressive efforts to end segregation resulted in substantial reductions in the racial isolation of minorities in the late 1960s and early 1970s, demographic trends and the near end of new desegregation initiatives in the 1980s, have resulted in a virtual end to progress in reducing racial and ethnic segregation of blacks, and have contributed to the increased segregation of hispanics. Thus, while school desegregation is the most extensive and effective strategy for dealing with racism, the possibility that it will affect more children than it now does is decreasing. The only opportunity

many young people will have to experience the lessons that can be best taught in racially integrated learning environments is to be taught by a teaching corps that is racially integrated. In other words, if racism is undermined by interactions with effective and successful people from traditionally stereotyped groups, it will be increasingly important that both white and non-white students be taught by minority teachers. As noted, it will be important that students in one-race schools have the opportuninty to witness white and non-white teachers working together as equals.

Implication of Viewing Racial Integration as a Basic Reason for Increasing the Number of Minority Teachers

If one accepts the premise that a major reason for increasing the number of minority teachers is that the attainment of this goal is important to ending racism and racial and ethnic separation in America, several implications for the recruitment, education, placement and support of minority teachers follow.

Recruitment of Minority Teachers - Obviously, one cannot have racially integrated teaching staffs without more effective strategies for attracting non-whites to teaching. Several other observers have dealt with such strategies, so I will focus on other tasks. Assuming that it is possible to increase significantly the number of non-whites seeking entry to a teaching career, realization of the contribution this would make to the pursuit of racial integration in society would require several other actions.

The Content of Teacher Education - Few Americans are as competent and comfortable in their dealings with people of other racial and ethnic groups as they are in relationships with people of their own racial and ethnic background. Concern with race relations in teacher education usually focuses on teacher-student relationships and/or interactions among students and multi-cultural curricula. It seems safe to say that few teacher education programs effectively deal with these issues. In any case, these topics do not address the issue of interpersonal relationships among teachers. The challenges posed by working with teachers of diverse racial and ethnic origins is virtually untouched by teacher preparation curricula.

The Integration of Higer Education - A significant proportion of prospective black teachers, at least one-third, are being educated at historically black institutions (HBI's). A recent survey of colleges of teacher education found that more than 30 percent of students enrolled in teacher education were enrolled at HBIs (Eubanks, 1988). The contributions that HBIs make to the pool of blacks graduating with teacher certification may be higher (Garibaldi, 1987).

Just as school integration is important to the development of children's willingness and ability to engage in positive interracial and inter-ethnic relationships, so the integration of higher education is important to the development of such dispositions and competencies among prospective teachers. Thus, greater efforts need to be made to desegregate colleges and universities and to take full advantage of the opportunities for integration-facilitating experiences that desegregation provides. Such efforts seem equally important in predominantly white institutions.

The integration of teacher education programs, even if greater efforts were to be made, is not likely to be achieved in the foreseeable future. Until it is, prospective teachers in predominantly non-white and predominantly white preparation programs should be provided with practica, student teaching situations, and other opportunities to work with teachers and teacher education students of other races and ethnicities. Fisk University and Peabody College of Vanderbilt University have

recently initiated a program aimed at this objective.

Initial Assignments of Teachers - First impressions and experiences in any role are usually important in shaping dispositions and behavior. It follows that first assignments and induction experiences for new teachers should consciously facilitate positive interracial and inter-ethnic professional relationships. This means that first year teachers should not be placed in situations which other teachers have found unusually difficult, and that administrators should facilitate supportive relationships that provide positive experiences among teachers of different races and ethnic backgrounds.

The Training of School Administrators - The creation of cooperative interracial and inter-ethnic situations for teachers that are visible to students and professionally rewarding to teachers requires that school leaders have skills that are not typically taught in the training programs of school administrators. Learning from experience about such matters is risky. Thus, professional development programs for administrators, whether these are in-service or university-based, should attend to these concerns. This is no small challenge, especially since university faculties are often predominantly white and in any case, have little experience in the management of racially and ethnically integrated organizations.

Establishing Conditions for Teacher Success Within Schools - If racism and isolation can be combatted by ensuring that students have exposure to successful teachers of other races and ethnicity and to integrated teaching staffs, the conditions of work in schools need to be such that success and integration are facilitated. The attainment of productive working conditions can be justified on many grounds, but the relevance of this goal to the concerns of this conference is related to the fact that minority teachers are apparently less satisfied with their work and are much more likely than white teachers to be thinking about leaving the profession (Jennings, 1988). Obviously, if we are unable to retain the minority teachers already in our schools, the problem of increasing the proportion of non-white teachers will be even greater. It seems reasonable to surmise that two causes of this relative dissatisfaction with teaching among non-white teachers are that they are (1) much more likely than whites to teach in settings where success is difficult (Jennings, 1988), and (2) less likely than whites to believe that they have the opportunity to assume positions of leadership or to be recognized for their achievements. The ways to remedy such problems seem clear enough.

Conclusion

Much of the discussion about increasing the supply of minority teachers has focused on descriptions of the extent of the current and impending shortages. The most common rationale for why public policy makers should allocate resources to the solutions of the problem is that this is in the interest of minority children. Even that justification is often presented in vague terms, and it is worth noting that the research-based evidence that supports it is limited and largely inferential. It should be sobering to recognize that among white teachers, to whom many policy makers might be expected to turn for advice on the importance of increasing the proportion of minority teachers, only 25 percent believe that there is a need for special efforts to recruit minorities (Jennings, 1988).

If the need for policies, programs and funds to expand substantially the number of minority teachers is to be appreciated widely, it seems necessary to broaden the rationale for pursuing this goal. One very big building block for a broadened and strengthened foundation upon which to base the case for ag-

gressively addressing the shortage of minority teachers is the identification racial and ethnic integration as a major reason for such policies and practices. The advantages of this argument are that: (1) it promises benefits for all Americans, and (2) links the goal of securing more minority teachers to a goal most Americans say they subscribe to - better race relations. Moreover, the steps we would take to achieve a teaching force that promotes racial and ethnic integration would make teaching a more attractive profession and make schools more effective.

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Chapter 3

The Importance of Minorities in Education Reform

Overcoming Obstacles to Minority Recruitment

Mary Hatwood Futrell
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As I reflect on the issue of minority recruitment, I can say with absolute certainty that I am not sure what will happen. At this point, we know only that three tightly intertwined developments will generate unprecedented change within our schools and classrooms. Those developments will, in turn, affect the recruitment of minorities by colleges and universities across the nation. The future will bring:

1. A new corps of teachers - the products of radically revised teacher preparation programs.

2. Increased societal demands from the public to educate the present generation of young Americans better and more efficiently than any previous generation.

3. Shifting demographics that will produce a more culturally diverse student population.

These three forces will converge in dynamic interaction to produce change. But what kind of change, for what purpose, and in what direction? In the past, far too many reforms have been undertaken without asking the most decisive question: Will this reform improve the quality of education for all students?

Unless we, as a nation, affirm our twin commitment to equity and excellence, the American dream will turn into a nightmare that mocks the ideals of the constitution, converting the challenge of reform into the tragedy of reform. The issue of recruitment should not and must not be separated from the issue of equity. We must make the issue of equity a top priority. To do otherwise would be to deny our profession and our children of a fundamental moral responsibility.

This commitment must extend to the mounting numbers of students who are alienated from the culture and often from the mainstream of American life. This commitment must extend to the children of poverty and to the minority students whose only bootstraps in life may be the quality of education they receive. We dare not neglect or underestimate this population.

The latest demographic projections tell the story. Between now and the year 2020, a mere 32 years from now, minorities will constitute 35 percent

of the students in our public schools. Our nation's black population will expand from 11 to 14 percent. The hispanic population on the mainland, excluding the 3.3 million people living in Puerto Rico, will expand from 8 to 15 percent. The Native American population will double to 1 percent, and the Asian population will expand from 1.5 to 5 percent. These are the citizens whose taxes will support us, who can make the future tax base of America expand or contract and who will determine our place in the global economy. The future competitors of America's children will be from Japan, Korea, South America, Africa, France and Germany. From an economic perspective alone, the education of minority children, more than ever, is an American issue and a national priority. If all our children are to be prepared to compete with the workers of the future, it is imperative that they attend schools that will provide them with quality education today.

If the present educational system is not teaching minority students to write well, speak articulately and appreciate the importance of mathematics, science and history, then we have to change the system. We have to guarantee that every child receives the best education possible. To attain that goal, there are steps that we must take on several fronts. If America's children are going to meet the challenge of the technological age, our schools must not only desegregate, but they must also end a pernicious form of internal segregation that stratifies curricula. This stratification, better known as tracking, has been abused and misused for too long. Through it, a system of education has been created that provides one student with an education that can be redeemed at a university, while another student gets an education that does no more than indicate four years of attendance in a high school. Tracking, by its very nature, encourages some students to read about Socrates and others to read Superman.

Minority children and poor children - the majority of whom are white - have been tracking's greatest victims. Because of tracking, as many studies document, economically disadvantaged students are far more likely than their middle-class or affluent peers to be labeled "slow" or "retarded." In the higher academic tracks, the emphasis is on creativity and instruction. While in the lower tracks, emphasis is on discipline and conformity. If you wonder why the persistent disparity in SAT/ACT scores and state minimum competency exams, look at the tracking structure and you will find a major part of the answer.

Tracking tends to stereotype many students as "less able" to learn, a stereotype that too often becomes a self-fulfilling prophecy, exiling thousands of students from the best that American education has to offer. It gives an added advantage to the advantaged and added deprivation to the deprived. Let me add that I simply cannot believe that black boys are six times more likely than non-minority male students to need to be assigned to remedial education programs. Nonetheless, that is the case in far too many of America's schools. We can no longer tolerate this.

We must also drastically increase the efforts and the resources devoted to bilingual education. Students who speak little or no English are among those least well served by our school systems. They are victims, whose educational problems spring from decades of segregation and discrimination, monolingual, English-only instruction. This victimization must end. If we are to create and maintain a society that truly celebrates the sameness underlying our differences, while celebrating the differences that for far too long have threatened to obscure our sameness, we must accept and celebrate each others' origins - not try to "homogonize" and "purify" language-minority children who come into our classrooms.

Our task is made difficult by the shortage of minority teachers. Demographics, again, define the challenge. While the NEA has issued repeated warn-

ings about the coming teacher shortage, the minority teacher shortage is already here. The number of minority teachers is rapidly declining at a time when the nation's schools are bracing for an unprecedented influx of minority students. As previously mentioned, by the year 2020, minorities will comprise 35 percent of our nation's population. Yet, today, minority teachers comprise 8 percent of the K-12 teaching force. That figure is projected to drop to 5 percent by the end of this decade, with a further decline projected to reach 3 percent by the mid-1990s.

Indeed, according to a recent AACTE survey, "Strengthening the Relationship Between Teachers and Students," 41 percent of the minority teachers polled said they were more likely to leave teaching, as opposed to 25 percent of the non-minority teachers. A second survey, conducted by Metropolitan Life and released last fall, also found that even among minority teachers who liked their jobs, 20 percent said they were likely to switch jobs.

This possible trend threatens to hurt all students. While it denies minority students the positive role models they will need to succeed in school, it also creates an educational deficit for non-minority students. It gives them a distorted view of the world and deprives them of valuable contact with teachers who offer dramatic proof that adversity can be overcome and that the American dream is not a myth.

We must reverse this trend. We owe all students a vision of the racial, ethnic and religious mosaic that is America - diversity that is our strength. Therefore, we must launch an unrelenting campaign to recruit more minorities into the teaching profession. This recruitment process should begin as early as junior high school.

In that regard, I would like to make an additional point. In a world in which everything has become connected, I think you will grasp my point. It relates to the future of traditionally black colleges and their impact on the higher education community. I have listened long and well to expressions of concern for the institutions that graduate 45 percent of all black educators. Indeed, the restructuring of the teaching profession must include an unrelenting commitment to sustain and reinvigorate traditionally black colleges. It would be tragic if black schools of education met the same fate as black schools of medicine. Prior to the decades when the medical profession moved toward genuine professionalization, black medical schools flourished. But when the transformation of medicine began, all but two of those schools, Howard and Meharry, were closed.

Economically, we cannot afford that repetition. Morally, we cannot justify it. Segregation within our system of free public education supposedly ended in 1954. There is no justification for reintroducing segregation now or in the future. Segregation within the teaching ranks is precisely what looms on the horizon if we do not use every possible vehicle to increase the numbers of minority teachers. For this reason, I propose that we develop a comprehensive effort to ensure that minority institutions retain the capability to continue their vital mission. I urge all other colleges and universities not only to assist them, but to intensify their own efforts to recruit and retain minority teachers - and to ensure that every teacher has the skills, abilities and the will necessary to meet the needs of our diverse student population.

I would like to digress and remind some of you that one of our nation's greatest historians, W.E.B. Dubois, graduated from Fisk University, a black college. He went on to become the first black man to receive a Ph.D. from Harvard. Many others have followed.

I am in no way saying that minorities should not be held to the highest, most rigorous professional standards. Let's put to rest the myth that attracting minorities requires diluting standards. That belief is not merely untrue. It is the residue of racism. It is an insult to our minority citizens. Minorities neither want nor expect preferential treatment. We do, however, want fair and equitable treatment. We want a first-class, quality education.

In that regard, only last month, a report was issued by the College Board that makes some interesting points: record numbers of minority students are benefitting from the growing adoption of the advanced placement program by the nation's secondary schools. According to the report, 52,000 minority high school students took the College Board's annual Advanced Placement examinations in May, 1988, more than double the number five years earlier. Minority students also earned sufficiently high grades on 49,000 AP examinations, qualifying for credit and/or placement into advanced courses at colleges and universities nationwide. Commenting on the report's findings, College Board President Donald M. Stewart said: "By using advanced placement to raise the expectations of minority students and helping them achieve higher goals, these schools are bringing more minorities into professional and graduate shcools. They are also producing some of the brainpower this nation needs to compete successfully in the world." Despite this positive trend, we still need to work to develop the test-taking skills of minority students.

The challenges that I have described are not simply those of the minority community or those of the disadvantaged. They are America's challenges. To address them, we need to work together as we carefully review the manner in which we deliver education to young people, especially to minority and/or disadvantaged youth.

For both junior and senior high school minority students, we are going to have to raise expectations and improve the academic pipeline to success. That will require better and more counseling, financial aid and tutorial services. It will also require that we help minority and disadvantaged students to adjust to college life. For many of these students, the first day they walk on their college campus will be the first time anyone in their family has set foot on a campus. Preparing them for that experience is important.

An example of what a university can do can be seen at Virginia Polytechnical Institute and State University. In collaboration with the Roanoke city schools, the Dupont Foundation and other Virginia businesses, Virginia Tech initiated the Tomorrow's Teacher Program, which actively recruits minority high school students who want to pursue a career in teaching. Through this program, minority high school students are provided:

1. conditional admission to Virginia Tech while still in high school;

2. tutoring, counseling and support in preparation for college admission;

3. a personal computer and modem for networking with project personnel;

4. invitations to university social, professional and athletic functions;

5. a full four-year scholarship to Virginia Tech's teacher education program if they successfully complete high school with a grade point average that meets the university's academic requirement.

At NEA, we have initiated a program in concert with the chief state school officers to increase the numbers of minority teachers. NEA is also a member of the Task Force on Minority Teachers, comprised of the national leaders of the key education associations. Recently, the task force submitted a proposal to U.S. Secretary of Education Cavazos for a federal legislative initiative to increase the number of minority teachers. Along with the proposal, a number of recommendations were also submitted. Among them were: a recommendation for the designation of a person or office to coordinate minority teacher recruitment and retention efforts; and a recommendation for the Secretary of Education to convene a national invitational conference of educational leaders to review the proposal and agree on priorities for federal action. Those are some examples of what we are doing to meet the challenge of the minority teacher shortage. Of course there are other challenges to minorities attaining education excellence in our nation's schools. Some of those challenges are more internal and psychological.

Recently, University of the District of Columbia Anthropologist Signithia Fordham, conducted a study on achievement at a 99 percent black, predominantly low-income Washington high school. Fordham, a black woman, concluded that many black students today limit their academic success so their peers will not think they are acting like whites. Her report contains accounts of students who deliberately never answered questions in class, even when they knew all the answers, who deliberately did not study for exams to ensure that they would fail and who slurred their words whenever they spoke to avoid being articulate. The students Fordham interviewed have internalized a peculiar value system in which they ascribe behavior traits that have been universally regarded as positive, such as reading and learning to the white world, while consigning behavior that has been regarded as negative, such as not studying or being inarticulate, to the black world.

I find the results of Fordham's study very disturbing. It is a sad day when any student rejects opportunities which many Americans, black and white, died to secure. I also find this study disturbing because it says that we, as educators, have yet another hurdle to overcome in providing quality education to minority students. We must do something to ensure that our children do not think that way. We have to reach out and ensure that our children not only survive, but that they receive the nurturing and develop the confidence and moral fiber they will need to become productive citizens. We must see to it that they fully know who they are so they can address not only the pedestrian issues of today, but also the unknown challenges of tomorrow. In short, we must see to it that they are truly educated. And what does that mean?

Dr. Martin Luther King said that "education must enable one to sift and weigh evidence, to discern the true from the false, the real from the unreal, and facts from fiction.

"The function of education, therefore, is to teach one to think intensely and to think critically. But education which stops with efficiency may prove the greatest menace to society. The most gifted criminal may be the man gifted with reason but with no morals.

"We must remember," King continued, "that intelligence is not enough. Intelligence - plus character - that is the true goal of education. The complete education gives one not only power of concentration, but worthy objectives upon which to concentrate."

Those are worthy lessons for our children to learn and for us to teach

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them. Indeed, the responsibility for teaching them belongs to us, all of us. Not only educators, but members of the business community, the media - all citizens must begin to work together to promote excellence in our students.

Working together is the answer to many of our problems. Working together, we can teach our students that knowledge has no color, that great thoughts and ideas are not only transferable, but translatable. Knowledge, in the form of an excellent education, is something that is available to all Americans and can last a lifetime. We must let our students know that no group or nation has or can ever have a monopoly on excellence if other groups and nations are willing to work equally as hard. Excellence is something that is attained through patience, hard work and development. It involves sacrifice and the subordination of immediate gratification to long-term goals. To help minority children attain excellence, our schools must certainly raise their academic standards, but we must also develop courses and programs aimed at helping build self-esteem.

The self-esteem of minority children can be enhanced by their learning about members of their own ethnic groups who have made contributions to America and the world. The materials and the evidence are in our libraries. Curriculum content can no longer discuss ancient Egypt without pointing out that the first Egyptian dynasty, that of Menes in 4000 B.C., was a black dynasty. Nor can we continue to ignore Chinese civilization with its dynasties that go back seven thousand years. Our students must be taught that ancient Rome benefited from the knowledge of ancient Greece, and ancient Greece benefited from the knowledge of ancient Egypt. Our students must also learn that Carthage, which gave the world Hannibal and St. Augustine, was an African state. Our students need to know that Columbus did not "discover" America. He visited Native American people already living here, whom he mistakenly called "Indians," and that during our Revolutionary War, black soldiers fought in what was then called "The Colored Regiment." They must be told of the Holocaust reaped upon Jews during World War II, and the agony its memory still engenders. They must be told of modern-day oppression in places like the Union of South Africa, where 27 million blacks are virtually enslaved in their own country.

I believe that education is a moral mission, and I believe that the moral imperative of the hour is clear: we must unleash the potential within all students. We need - now as never before - to forge a culture of cooperation within the educational community and our society. Our work is cut out for us. It is the work of our lifetimes and the lifetimes of our children. But it is work worth doing. It is nation building.

Perhaps the writer John Gardner put it best when he said: "A nation is never finished. You can't build it and then leave it standing as the pharoahs did the pyramids. It has to be recreated for each generation by believing, caring men and women. It is now our turn. If we do not care, nothing can save the nation. If we believe and care, nothing can stop us."

Chapter 4

Perspective From the Nation's Capitol

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United States
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Education

I am pleased to speak about an issue that too often gets overlooked in all the education reform rhetoric and reports. I would like to outline some of the reasons we need more minority teachers in America's classrooms and suggest a few ways to get them.

Everyone present at the conference knows the depth of the situation. Somewhere between 25 and 30 percent of the student population today are ethnic minorities, but less than 13 percent of the teaching force are members of minority groups.

The disparity is even wider in some states and cities. In California, for example, which has a student minority population of over 50 percent, only 17 percent of the teachers are minorities. In New York City, where nearly 80 percent of the students are minorities, 27 percent of the teachers are minorities.

At the national level, that wide gap is rapidly becoming a chasm. More minority youngsters are entering our schools, while fewer and fewer minority students are entering our schools of education. Demographers predict that by the year 2000, one out of three students will be a member of a minority group. Today in our teacher preparation programs, where enrollments have been shrinking for two decades, a mere 8 percent of the students are minorities.

In addition, the minorities now teaching in America's classrooms on the whole express much more dissatisfaction with their jobs than do white teachers. Forty-one percent of minority teachers say that they are likely to quit the classroom within five years - considerably more than the 25 percent of white teachers who make that claim.

That is the problem that we are facing. Contrary to what some reformers have said, this is a problem. The stewards of learning and the teachers of our children as a group ought to mirror, at least approximately, the ethnic diversity of our population. We want children to see scholarship and academics not as the possession of one segment of the population; we want them to see learning as the legacy and purview of all people.

Today, they do not see that. Today the person who takes roll, lectures, assigns homework and assigns value to their intellectual efforts is usually a white teacher. If youngsters sit through 13 years of classes, most of which are taught by members of only one ethnic group, those youngsters can not help but associate knowledge, education and authority with that ethnic group. Some youngsters, both minority and majority children, may begin to believe that knowledge and education are mainly the preserve of the majority group.

That is precisely the opposite message we want schools to convey. It is the wrong message for all children, but especially for minority youngsters. More than twice as many Hispanic children as white children, and nearly three times as many black children, are born into poverty. For most of these children, their one best hope for breaking out and escaping poverty is education.

We want all children to recognize that. We want all children to encounter academic role models from all ethnic groups. We also want all children to ex-

perience day-to-day working relationships with adults from various ethnic groups. Youngsters should become accustomed to the kind of intense intellectual interaction that takes place between teacher and students. This is the kind of inter-ethnic communication and multicultural cooperation that should be fostered. As a nation, our ability to compete economically will depend in part our workers' ability to think and interact intensely with colleagues who are increasingly multi-ethnic.

The need for more Black, Hispanic and Native American teachers is clear not only for economic reasons, not only because they serve as academic role models. We need more talented minority people in the field of education because such individuals may have cultural insights and new solutions to what is perhaps the greatest challenge before American educators today: improving the academic performance of minority students.

Today, our schools are doing a dismal job of educating many minority children. The education system is not doing a great job educating many majority youngsters either. But on the whole, Americans who are Black, Hispanic or Native American are getting an edcuation that is often markedly inferior to that of majority Americans.

Several facts suggest that minorities are often receiving an inferior education. First, fewer blacks, hispanics and native Americans complete high school and enter college. Of those who do go on to college, black and hispanic students remain there long enough to earn a degree at about half the rate of white students. Also, minority students are less likely to attend college and succeed there because minority students are often not prepared to succeed there. In high school, blacks and hispanics are less likely to be enrolled in the academic track, less likely to complete college-prep courses, less likely to take advanced placement courses, and less likely to take as many science and mathematics courses.

Why do black and hispanic students take fewer intellectually demanding courses in high school? Again, because they are not prepared. It goes back to junior high, when tracking begins. Many black, hispanic and other students are shunted onto the slow track and into deadly dull classes. But you can trace it back further, all the way to the first three grades. By the fourth grade, black and hispanic younsters are already far behind their white peers in all academic subjects.

We cannot lay the blame at the doorstep of the elementary schools, however. For many of these children, the problem begins long before they ever set foot in kindergarten. It begins at home. Educators have long recognized the impact of a child's early years on his or her school performance. Recent studies suggest something interesting about those first few years, about how a young child's brain develops. They suggest that an infant's brain is not a "blank slate" or a "container" merely to be filled up with experiences. Rather, a young child's experiences actually shape the biochemical structure of the brain. Those first three or four years lay the neurological groundwork for the remainder of a child's life. Neurons are developed and their axons form the paths and tracts that information will travel as a child later reads, writes, listens, speaks, thinks, reasons and calculates.

That is where we must begin. That is where Missouri has already begun. Missouri has a program that sends trained educators out into communities to work with parents during a child's first three years. The result is that children of parents involved in the program show significantly faster rates of language and intellectual growth than do children of parents not in the program. That holds true of all families, regardless of ethnic origin or socio-economic status.

Can you afford not to push for this kind of program as part of your efforts during this conference? Can we afford not to seek to involve parents as partners with schools during the first years of a child's life? Can we afford not to extend

that partnership throughout a child's years of schooling?

Virtually all parents would like to see their children succeed in school and in society. If parents realized that their efforts could make a difference, I believe that most parents would try to make that difference. Many parents do not realize that they could improve their child's school performance simply by making at home a time and place each day for studying and by regularly asking their child about homework and school. Parents must send their youngsters to school ready to learn.

If we educators were to make it a top priority to enlist the help of parents, think of the difference it would make in our children's learning. Think of the difference it would make in minority student achievement.

Minority children, as a whole, stand the most to gain from increased parental involvement. Many of these children live in poverty. Poverty in the home tends to create conditions that fail to support learning at school. If we are to reach our goal of recruiting more minorities into teaching, which is part of our society's larger goal of providing an equally excellent intellectual opportunity for all American children, we must help all parents create home environments that support and enhance academic achievement.

It is the law of the land that all children get equal educational opportunity. We must create equal intellectual opportunity for all youngsters. There is a difference. This is where minority teachers may be of special help. We know that what parents and teachers expect of a child influences what that child expects of himself or herself. Those expectations affect how hard a child works in school to fulfill them.

Dr. James Comer, Professor of child psychiatry at Yale, has pointed out that sometimes expectations at school differ drastically from expectations at home. That is particularly true for disadvantaged children. Too often in low-income homes, education is undervalued; studying and hard work are not encouraged.

To break the cycle of poverty for these children, we have to break the conditions at home that perpetuate that cycle. We must build bridges to the parents, but that can be difficult. Some of these parents still remember the bad experiences they had in school themselves. Some of them may not want to come near a school or a teacher.

Minority teachers and educators may be of special help here. To put it bluntly, we do not know nearly enough about the various strategies for working with different types of parents. As "cultural insiders," minority teachers may have special insights into how to work with particular parents. Many of our schools need such insights.

It is insufficient, however, to think of the challenge we have chosen to address today as "recruiting and retaining more minority students in teaching". That in itself is not enough. Our schools need more excellent teachers, more outstanding educators, more talented, well-educated and outstanding educators of all ethnic groups. In recent years we have seen public concern grow about the quality of the teachers in American schools. Evidence indicates that the reason for that is that students who choose to in education are among the least academically prepared students on campus. That holds true for all ethnic groups. Black and hispanic teacher-aspirants are failing the teacher tests that have been implemented recently to weed out academically inadequate students at practically twice the rate at which whites fail the tests.

"We have 1.3 million hispanic children in California schools. But only one prospective hispanic teacher passes the California basic educational skills test for every 826 hispanic children," according to Peter Garcia, Dean of the

School of Education at Saint Mary's College of California.

The challenge before us is more than merely recruiting and retaining more minority students in education programs. In the long run, the only way to attract more minority students into teaching is to equip more minority students with the knowledge, skills and work habits they need to go on and to succeed in college. Again, I believe that enlisting the help of parents at every step, from the time a child is born through the time a child goes to college, is the only long-term solution.

That means changes in the way we think about the role and responsibility of the schools. It means increasing what we expect of schools and the people in them. It means making the task of working with parents an integral function of a school. If we are to reach our goal, however, we must expect parents to contribute at home. We must expect parents and teachers to monitor each child's learning and to remediate any learning inadequacy as soon as it appears.

We must also expect businesses and other community organizations to get involved, to give parents time off to visit their children's schools and teachers. We must expect citizens, retired people and others to donate time to children and come into schools and read to youngsters and help with assignments. We must expect the professionals in our communities - the physicians, lawyers, artists, scientists, engineers, journalists, professors and others - to come into our classrooms and talk with students about their careers and about the importance of going all the way in education.

We must raise the aspirations and expectations of all youngsters. We must give them reasons to work harder, study more, learn more and to expect more of themselves. We must expect more minority students to do well in school. I believe that our expectations of these students are not high enough. In order to prepare for and go on to college, they must enroll in courses of intellectual substance. We must provide whatever it takes - tutors, study groups, volunteers - to make sure that minority students acquire the knowledge, skills and study habits needed to get a higher education.

Your involvement is critical. If the changes I have described are to happen, they will happen not in state houses or district offices. They will happen in our schools. They will happen through partnerships, through the guidance of leaders, who have chosen the vision, commitment and the courage to change the system in their community.

One practical tactic that could help you change the system in your community: students helping students. Study after study confirms that when an older student tutors a younger student, both improve their performance in school. Two years ago, the Carnegie Forum on Education and the Economy suggested that minority students who serve as tutors may discover that they enjoy teaching so much that they decide to go into teaching. What better way to recruit minority and other youngsters into our Schools of Education than by giving them an early taste of the rewards of teaching?

One such effort, Crenshaw High School's Teacher Training Academy, a Los Angeles magnet school program that prepares students for teaching, is too new to know how many of its graduates will actually become teachers. Crenshaw is seeing a healthy side effect of the program though: more than 90 percent of its seniors go on to college, more than half with averages of at least 3.0.

Teacher cadet programs and future teachers clubs can provide early exposure to the joy of helping another person learn. The popularity of such programs and clubs has soared in the last few years in several states, including North Carolina and South Carolina. It is impossible to overstate the value of getting students involved in helping other students learn.

The desire to teach, to help another person learn, is in all of us. It is in many of the people of our community as well. Patricia Graham, Dean of the Graduate School of Education at Harvard, recently explained that a considerable number of individuals in their 30s, 40s, 50s and even 60s, who have careers in chemical research, postal administration, weather forecasting and other professions "would like to conclude their working lives with a task that they see as more socially and personally significant - work that enhances the nation's future by aiding the young." Many of these people are minorities. There are talented, well educated military officers and business executives who are approaching retirement and who are yearning for a way to pay back to the community and to work with young people.

One way to address the minority teacher shortage in the short term would be to devise ways that such individuals could be recruited into classrooms and trained while they teach. New Jersey's "Alternate Route into Teaching" program is attracting minorities at a high rate. Twenty-two percent of its new "Alternate Route" teachers are ethnic minorities - twice the percentage of minority teachers now in New Jersey classrooms.

Such programs can serve only as a stopgap measure. To attract enough minorities into teaching, we must expand the pool of minority students going to college and succeeding there. The only real long-term solution is to increase the number of minorities (and all Americans) getting a top-notch education. We can do that by increasing parental involvement, beginning at birth and by raising expectations throughout the system. As educators, we know that education turns on expectations . . . what parents expect of children, what teachers expect of students, what students expect of themselves.

The theme of this conference, "Partnerships", is important because the very concept of partnerships is built on the notion that we can achieve our goals if we work toward them together. I have outlined one of my most important goals today: an excellent education - an equal intellectual opportunity - for every American. Attracting more minority students into teaching can help.

Chapter 5

Eschewing Panaceas and Moving Toward Excellence: A Critique of Teacher Testing[1]

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During the last decade we have witnessed a bombardment of reports, recommendations and task forces whose purpose has been the improvement of teacher education. Certainly if attention will cure the ills within our education system we should be well on our way to a healthy education profession. Some educators, especially minority educators, while pleased with the attention given teacher education, find the 'quick-fix' nature of some of the solutions frightening. The most feared of the solutions is the apparent blind reliance on testing as a major strategy for guaranteeing the qualifications of teachers.

The use of tests for the purpose of making decisions about minimum qualifications for admission, acceptable progress, graduation and certification emerged as a major factor in teacher education during the last ten years. Almost immediately the adverse impact of the test became apparent. Significantly more minority test takers were failing the test than were other test takers in Florida, Mississippi, Arkansas, Texas, and California, but a few of the states that began the practice of utilizing standardized examinations. As more states adopted a testing program and data became available it was clear that about fifty percent more whites than blacks were able to pass the test. A recent survey of teacher testing in New York by the Columbia Law School Education Project indicates that as of October 1985, for example, 80 percent of non-minority candidates passed the General Knowledge Core Battery of the NTE, while only 42 percent of the blacks and 36.3 percent of the Hispanic applicants passed this section of the examination.

Currently at least 46 states now require students to pass an examination before being certified as teachers. Of these, many states in the country rely on the National Teacher's Examination, developed by the Educational Testing Service. Those states and school districts which do not rely on this test often rely on tests derived from this original form. Therefore, when we speak of current assessment techniques, used for admission, progress, certification, graduation and hiring of teachers, in essence we are referring to the paper and pencil format and content similar to the National Teacher's Exam. The paper refers to the NTE as symptomatic of problems inherent in the use of standardized exams in screening candidates. In doing so, it does not mean to isolate this exam, but refer to a generic example of teacher tests. Based on current trends, by 1990 virtually every state will require tests of basic skills, subject matter knowledge, or professional knowledge before one is eligible to receive a standard license to teach. (Darling-Hammond, 1986).

Forty years ago when the NTE was developed it was never intended to be used as a gate for the selection of teachers or a predictor of correlation between test success and professional competency. For us to more fully understand the impact resulting from inappropriate application

of teacher tests, as they affect minority teacher hiring, ethnic distribution of teachers and teacher professionalism we will attempt to review the literature which addresses these issues in this article.

This paper will summarize the evidence that the assessment techniques currently used in many states as their teacher licensure mechanisms do little to ensure that high quality candidates are selected to staff the primary and secondary school. Additionally, it will document the point of view of some testing skeptics who are concerned with the detrimental impact of the testing movement, including its reshaping of the teacher training curriculum. It is not our intention for this paper to condone or encourage in any way the lowering of professional standards or expectations. While we are cognizant of such fears, we in no way believe that the current mechanisms support high standards, or facilitate the recruitment and retention of what would be our nation's strongest teaching force. We believe, however, that alternative assessment techniques for teachers are possible and educationally valuable. A portion of this paper, therefore, will be devoted to a discussion of these alternative assessment models.

Historically, a fundamental goal of the NTE was to gauge a student's preparation in three basic areas; liberal arts, communications skills and professional knowledge. It has not been proven, however, that any of these testing pieces, either individually or collectively, have been effective indicators of teacher success.

The highest rate of minority failure has been on the general knowledge or liberal arts section of the test. This then is the prohibitive element for many teacher candidates. Why the are inferences being drawn about the caliber, structure, and effectiveness of our teacher training programs? We find it odd that few writers, when discussing this issue suggest that the NTE be used to determine if the college's liberal arts programs are preparing students sufficiently, instead of focusing on our teacher education curriculum. It is a little too late to check for basic academic preparation during or after the teacher preparation program. The majority of education students, in fact, complete their liberal arts preparation prior to beginning their professional training. Focusing the arena of correction away from teacher education programs, and toward developing a comprehensive liberal arts education for teacher candidates seems advantageous and appropriate.

ISSUES OF CONTENT AND PREDICTIVE VALIDITY

Although teacher tests, do not claim outright to be a predictive tool, they do imply they are a reasonable indicator of basic achievement and general knowledge. The clear inference is that a student incapable of passing these tests is unprepared to be placed in a teaching setting. However, no correlation between success on the test and classroom performance has ever been established.

Researchers have leveled a variety of criticisms toward the predictive validity of teacher tests. Darling-Hammond (1986), for example, offered an early critique of the ambiguity of the questions on the NTE, and the seemingly spurious conclusions of test results based on a content analysis of a sample from a frequently used test of professional knowledge. The analysis suggested that only 10% of the test assessed theory, research or knowledge of teaching and learning. Further, about 40% of the items seemed to have no correct answer because of insufficient information provided in the item or a dependence on a particular theoretical perspective.

In addition to ambiguity, concerns have been expressed about the numerical presentation of results, and the "pass" cut-off rates which differ

from state to state. Researchers have suggested that these practices exacerbate the inaccuracy and unfairness of the test and its content, further diminishing its effectiveness as a predictor. In her discussion of the test Eleanor Armour-Thomas (1987) made the distinction between summative and formative evaluation. Reliance on "summative" evaluation she noted, implied a belief that teacher competencies are sufficiently stable to have a summary judgment made about them. As we currently use the mechanism, such information is fed to policy makers for certification or licensure decisions. The NTE is used to make summative evaluations of the teacher candidates with three numerical values implemented as if they represented a clear picture of the teacher's skill. Ms. Armour-Thomas questions the accuracy of such a frozen representation. The numerical information garnered, she suggests, tells far too little that is meaningful.

While questions have been raised about the content and ambiguity of test questions, and the scoring in terms of its meaningfulness, researchers have had little success determining how these issues affect predictive validity. The inability to closely scrutinize the exam has been one of the most frequent points of attack on the testing system as it now exists. Attempts to ascertain information about the predictive validity of the exam are all but thwarted, creating difficulty in determine whether performance on the test is indicative of performance as a professional teacher. Other researchers agree (Garcia, 1988; Haney, Madaus and Kreitzer, 1987). There is a scarcity of technical information on teacher tests available from the developers. Since the teacher tests are not open freely, there is a shortage of independent research on their validity and technical quality. An additional element of the criticism aimed at teacher tests is that inherent in the nature of the questions is a bias towards traditional culture.

The investigative literature that exists seems to indicate that teacher tests have little, if any, power to predict how well people perform will as teachers, "whether that performance is judged by ratings of college supervisory personnel, ratings by principals, student ratings, or achievement gains made by students taught" (Haney et. al., 1987). As Yalow, Collins and Popham (1986, p. 6, quoted in Haney, et. al., 1987) candidly observed in discussing "the adversarial climate surrounding the testing of in-service teachers, the 'risks currently appear too great to examine the empirical links between educator competency tests and educator performance'".

ADVERSE IMPACT OF TESTING

If the predictive validity of these tests is questionable, then there are two types of false results that must be examined, and looked upon as expensive losses for our students. Allowing an inappropriately prepared teacher into the classroom is the first type of flawed indicator; a false positive. It should be remembered that prior to approximately ten years ago no such licensure testing existed. While it was true that there was some teachers in the field who were ill-prepared, it is likely that this is no more or less true with present screening devices.

Far more troubling to us is the false negative; the qualified and perhaps even gifted teacher (who is most frequently minority) who is discouraged from applying to teacher education programs based on pass rates, or whose failure to "pass" the exam prevents his/her entrance into the field. The classrooms of this nation are increasingly multi-cultural.

Therefore the curriculum, as it is reformed, should be redesigned to better serve these students and the multi-cultural community that produces them. Given the dubious nature of teacher tests, the fact that its results are leading to a decrease in the minority teacher pool when we have a critical national need for minority curriculum advisement and role models seems both tragic and unacceptable.

Haney et. al. (1987) asserted that a consequence emerging from the new state teacher-testing programs "...has been the severe disparate impact on racial and ethnic minority teachers and would-be teachers." They noted that the rates of passing these tests for minorities, especially blacks and hispanics, were significantly lower than those of whites. This finding was consistent regardless of the test used or the purpose (e.g. entrance to teacher training programs, or certification. They concluded "...In the long term this adverse, exclusionary racial impact could greatly reduce the number of minority teachers, teachers in inner cities, and bilingual teachers."

Research has shown a steady increase in minority births across the United States. In 1984, 36 percent of the babies born in this country were identified as members of minority groups, and by the year 2000, the proportion of minority children under eighteen will be at least 38 percent. While nation-wide, minority students now total over 30 percent of the school age population, recent figures on minority teachers indicate a drop from 12 percent of the teaching force in 1963 to 8 percent today. According to the Commission of Excellence in Teaching's 1987 report, "If current trends continue, the (minority) teaching force will drop...to about 5 percent...by the 2000." Goertz and Pitcher (cited in Haney et al., 1987) made the point that state testing programs discourage minorities from entering teaching through the general awareness that minorities have lower passing rates. Thus, while the number of minority teachers is going down "...current efforts are being directed toward enacting more and/or stricter standards rather then addressing existing problems of equity."

In addition to establishing a self-fulfilling prophecy that minority teachers will cease aspiring towards teacher certification, programs are now beginning the unfortunate process of screening applicants with these tests. The chilling effect is that far fewer minority students are enrolled in teacher training programs throughout the country.

As recently as November 2, 1988 a front page article by Cheryl Fields appeared in The Chronicle of Higher Education entitled, "Poor Test Scores Bar Many Minority Students from Teacher Training." The article reported that tens of thousands of Black, Hispanic, American Indian and other minority-group students have been prevented from entering teacher-education programs in the past years because they did not pass state-required standardized tests. The article offered as one of its conclusions the following: "Whatever the reasons for the high failure rates of many test-takers from minority groups, critics say the testing requirements are limiting the racial and cultural makeup of the nation's teaching force at a time of growing ethnic and racial diversity in public schools."

Another danger can be inferred from the article. Since minority students traditionally have fared more poorly on standardized exams like the NTE, and training institutions tend to link their reputation, prestige and general success with their overall pass rate on teacher tests, many institutions can come to feel penalized for providing access to teaching for minority youngsters (Fields, 1988), a perception with obvious implications for minority recruitment.

In addition to discouraging students from becoming teachers, and to serving as an active deterrent to their admittance to programs, teacher tests have also barred some current teachers from receiving tenure, promotions and security. While the NTE, for example, explicitly prohibits its use in this manner, insisting that it was designed to be used in evaluation of successful completion of teacher training programs and not of in-classroom performance, it is nonetheless implemented in this fashion. As Armour-Thomas warns: Despite its ill-suitedness for such a function, and the explicit prohibition by the ETS of such uses, the NTE is being used as a measurement of teacher development for teachers in the field.

For example, in New York City recently hired teachers (over the last five years) are being required to pass the NTE Core Battery Test in order to receive a permanent state license and to remain in their positions. Thus, at every stage of professional development, the NTE is serving as a barrier to minority success.

Responding to the Issue of Bias

We suggest that, rather than certifying candidates' basic teaching skills and conceptual knowledge, teacher tests serve only to stratify people by asking obscure, and culturally biased questions in order to determine a specific pedagogical and cultural fluency rather than to establish the presence of teaching ability and conceptual knowledge. Instead of serving as tools for placing applicants, the users of teacher tests claim to be determining basic and necessary teaching knowledge. Researchers point to several elements of these tests as creating a biased climate. One of these is the content of the tests as related to pedagogy. There are varied influences within teacher training programs that relate to the students and the schools served and these may be corresponded to the skills and test taking mechanisms different cultures and socioeconomic groups tend to foster. Medley and Quirk (1974) offered a similar indictment:

"When an examination is to be used as an indicator of teacher competence, that is, as a basis for selection, certification, or merit pay for teachers, any tendency to discriminate candidates on the basis of race seems particularly undesirable. In the absence of evidence that white teacher candidates make better teachers than black ones, or that teachers who know the traditional culture are better than those who know the black culture, it is difficult to justify such a bias."

Regionality

Another critical area of bias is also related to socioeconomic factors, geographic customs, and philosophical differences not accounted for in the development of the test. We refer to this type of bias as an issue of regionality. It is our contention that test bias due to regionality distorts the meaningfulness of test results for minority and non-traditional teacher candidates. In preliminary examinations of minority performance on the NTE it appears that regional difference; i.e. local mores, family, community, ethnic/cultural characteristics impact the thought processes behind the way a candidate responds to a test item. This means that some candidates select a response to an item which is totally true and correct within the context of the culture, family and religious orientation of that region, and the candidate's world view. However, test developers fail to build a sensitivity of this regionality into the test, and thus accept only

one of the possible correct answers. Consider the following humorous hypothetical illustration: If a flock of one hundred sheep approach a cliff and one jumps off, how many are left? Most of us would respond that 99 sheep were left, but in rural areas students would offer another appropriate answer: zero. They would recognize that the remaining sheep would probably blithely follow the lead sheep over the cliff, leaving none. It would be an example of knowing too much for one's own good. Through such insensitivity to regional factors, the depth and accuracy of the candidate's understanding and clarity of thinking is arbitrarily assessed.

Another major source of bias is language. This issue relates to the choice of terms and phrasing, and direct references that may have alternative meanings in a different culture. Working on the assumption that no test can be culture free, the present authors believe that all testing is either biased for, or biased against everyone. Given the NTE differentials it seems safe to conclude, that minimally the NTE has a heavy bias towards the traditional culture and those that have mastered its symbols, language, and pedagogical beliefs. as Monty Neill, of FairTest, summarized:

"The question then is, as a pluralistic society, do we intend to acknowledge our multi-cultural settings in our evaluative mechanisms, or are we content to exclude people from certain educations or positions based on their access to a specific culture, most often that of the white middle class."(1988).

Implications for Teacher Education Curricula

Another critical danger stemming from the wide-spread reliance on teacher tests is the predisposition of teacher education institutions to reorient their training to teach towards the test. This happens partly in response to the reality that established pass-rates influence the reputation and perceived quality of a teacher training program. Additionally if a certain proportion of students from a teacher preparation program fail the exam, that program could face loss of state approval. Shulman (1987) reports that university educators inform him that they are using the NTE as a curriculum blueprint, "revising their teacher education programs to conform to the categories and contents of that test." Shulman suggested that it was reasonable for teacher educators to adjust their curriculum to meet the requirements of the test. He felt this placed "special burden on those who design such tests.... These tests must become tests worth teaching for." Shulman further added, "The traditional criteria of reliability and validity are no longer sufficient. As long as assessments drive instruction, assessment designers have a moral obligation to excellent professional preparation and practice. Any assessment that can be prepared for in a way that would not also be valuable educationally for the candidates being prepared is an unacceptable assessment (Shulman, 1987)." Haney, et al. (1987) issued a powerful and similar conclusion: "Therefore, we conclude that people who refer to currently used teacher tests as 'teacher competency tests' are either engaging in self-delusion, in sloppy use of words, or in outright fraud."

In summary, there are probably good teachers being kept out of the field by tests, and the failure of these tests to identify strong teachers or to serve as an instructional tool is evident. Research has shown that it is possible to teach directly to the test, putting the value of test scores into question, and making the potency of testing all the more frightening. Should the availability of coaching to the test enable an ill-prepared teacher to enter the

classroom? Further, we fear that these tests can influence and reshape teacher training curricula. Therefore, we encourage a thorough dialogue about the type of education we want to support, and the type of teacher training that will satisfactorily prepare teachers for the responsibilities and roles they will face in the classroom. Discriminatory testing tools stand against the highest principles of this nation, and are in stark contrast to fundamental educational objectives toward intellectual, moral, and social growth and advancement. It is essential that we prevent the interruption of minority teacher recruitment and retention.

We believe anything that swift and dramatic action on the part of institutions, agencies government against the detrimental effects of testing will convey a national commitment to fairness, openness and accessibility. Others cited have also advocated the disuse of teacher tests. Critiques such as ours have led ETS to undertake an extensive review of their NTE exam for possible revision in an attempt to improve the quality and fairness of the test.

Responses by E.T.S.

In the November 9th edition of the Chronicle on Higher Education a spokeswoman for ETS, Carole Dwyer, referred to the creation of a revised teacher test that could be administered in three stages of a candidate's career. Methods for the new test may include a computer-based test, a pen-and-paper exam, and a 'variety of assessment methods' to evaluate a teacher's classroom performance such as interactive video, and computer simulations. The last of these would occur after substantial opportunity for practice teaching. Further, in the November 16th issue of Education Week an article appeared regarding a "Code of Fair Practices" by which ETS promised to abide. Critics point out within the article that the code is self-regulating, and that this action fails to respond to the perceived need for accountability and regulation.

Still, we would like to commend these actions, and remain open to the possibility that if the code is truly integrated into the development of the new instruments, it is possible that a reasonable and useful tool could be provided. In the interim, however, the highly suspect use of the inadequate vehicle continues, and each state putting this criteria in place does so within the shadow of its unfortunate biases.

CREATING ALTERNATIVE ASSESSMENT TECHNIQUES

We feel that in order to create an assessment that is both representative and broad, a teacher candidate would need to be assessed with multiple techniques, over time and across settings, with the intention of using the assessment methods to provide training for the candidate as well as assessment. Shulman and his associates, at Stanford University, are creating a new series of assessment procedures that begin with a more purposeful responsiveness to the implications of test development, and a broader conception of teaching as a task: "Our work rests on the assumption that approaches to assessment must mirror as accurately as possible the complexity and richness of teaching. It rests on a conception of teaching that differs substantially from those currently employed for such assessments as the NTE or the teacher observation systems in place in a number of states."

Shulman's (1987) approach begins with the assumption that the assessment is only one aspect of a broad integrated effort directed at the nature of the teaching profession. This approach not only considers the

characteristics of an adequate assessment procedure, but also the impact of that assessment on other aspects of the teaching profession such as teacher training and the settings in which teachers function. Shulman argues for a multiple source strategy of obtaining information about teaching performance including written exercises, assessment through simulation, documentation of performance through supervisory reports in field experiences, and other forms of direct observation of performance. "...Of course no single method can yield all the relevant information on teaching performance and probably a combination of methods might be more appropriate for assessing teacher knowledge, cognitive processes and skill in the classroom....Although paper and pencil tests are defensible for assessing lower-level cognitive abilities, they are inadequate for assessing higher-order cognitive processes or classroom competencies (Shulman, 1987)."

Vehicles for Assessment

Among the concepts being developed in California and elsewhere are the Assessment Center, a comprehensive field system, and a portfolio (Shulman, 1987; Pecheone et. al, 1988). Each of these has an instructive feature to the program and involves an interactive model of testing. The hope is that a candidate would have an opportunity to voice his/her thought process rather than merely express an individual conclusion. Further, each of these vehicles seeks to either evaluate directly or duplicate closely an actual classroom setting. A brief description of each of these methods is found below.

Portfolio

A Portfolio would consist of a variety of references to a teacher candidate or current employee. It would be a comprehensive and elaborate look at their strengths and weaknesses as a teacher, as evaluated in a number of settings and by several sources and personnel. Portfolios allow teacher education institutions a chance to have a comprehensive view of student activities and the student's behaviors and skills in a variety of contexts. For teacher training programs, this would provide not only an evaluation of individual progress, but also extensive data for improving instruction, and counseling and advising teacher candidates.

A documentation portfolio might include such specific items as lesson plans, examples of student work with teacher comments, videotapes of teaching, observers' notes, commentaries by mentor teachers and items for mentor teachers to document and verify (e.g., accomplishment of important teacher functions such as teaching via cooperative small groups, organizing and coordinating peer teaching, using debates and simulations, meeting with parents, etc.). A candidate's sensitivity to issues of student diversity and equity could be documented, along with the moral competency and ethical quality of a candidate's interactions. A portfolio might be designed as well to specifications for in-service teachers.

Comprehensive Field System

Lee Shulman (1987) has elaborated on the idea of a comprehensive field system in which "...a teaching candidate may have to demonstrate that certain goals have been attained through the testimony of supervisors—be they cooperating teachers or university supervisors during student teaching or be they site-based mentors during an initial period of residency....The

mentor thus serves as both coach and formative evaluator, as supporter of new learning and as collaborator in recording the evidence of satisfactory performance (p.40)." Such a system would provide elaborate feedback to the candidate and later, to the employer, about the nature of the teacher's assets and the arenas where their attention ought to be focused on improving their skill level.

Proposals include the establishment of a network of mentor teachers who can work with beginning teachers, capable field observers who can provide direct feedback from watching a new teacher perform in the classroom, and trainers who are skilled at starting where the new teacher or trainee is, and advancing his or her pedagogical and technical skills in critical areas (Carnegie Report, 1986).

Assessment Centers

Assessment centers are designed to simulate classroom situations and evaluate a teacher's hands-on work in response to real children. These simulations appear to be upgraded and more realistic versions of the NTE's hypothetical questions. Through an assessment center, an observer would gain insight into the quality of a teacher's interaction with students, personality characteristics such as warmth and empathy, and ability to maintain discipline and to convey academic subject matter. Observations would also assess the ability to theorize about pedagogy, skills, collegiality, and ability to articulate thoughts. Because these would be simulations rather than paper-and-pencil representations, more specific feedback is possible providing a training component to the experience as well as an evaluative one. Additionally, it is likely that these representations of a teacher's action of choice are more likely to represent the real life personal style of a teacher in her/his classroom.

Further, this system would allow for several observers, varying exercises and even for a single task to be repeated so that the likelihood of a 'right' answer can be explored in the context of a wide range of acceptable responses, and individual personality factors mitigated. Finally, the real-life aspect of an assessment center allows for the teacher candidate to respond to a piece of feedback, allowing for the evaluation team to get a sense of the emerging reasoning processes in a young professional. Hypothetically, at least, a reasonable and thoughtful response for a given choice would be valued by the evaluators as deeply as the anticipated action.

According to Harry Brull (1988), the Vice President of Public Sector Services of Personnel Decision, Inc., the advantages of these simulation assessment techniques are that "...there is less of an inferential leap to on-the-job competence; simulations have a long and consistent track record of validity predicting performance, simulations tend to have less adverse impact toward protected class individuals; simulations tend to be accepted more readily by evaluators and others; simulations can yield indications of typical, as well as peak, performance; simulations can provide a direct link with prescriptive measures to overcome performance problems."

ADDITIONAL RECOMMENDATIONS

Other of our recommendations include the role that the AACTE might take in response to this crisis as well as the responsibility of

teacher training programs, recommendations for ongoing funding, and finally suggestions for the support of the current research.

Future Role of AACTE

In addition to its traditional role of advocacy, influence and research dissemination, the American Association of Colleges of Teacher Education (AACTE) might create training programs for mentor teachers, or field observers. AACTE should take responsibility for actively encouraging teacher education institutions to create programs to train teams of personnel who would operate the Assessment Centers. The AACTE ought to be involved in the identification of appropriate instruments for the Assessment Centers. Lastly, AACTE would be an appropriate and valuable consultant organization for providing information about the knowledge base of beginning teachers to the test developers, a particularly vital role during the revision stage.

Role of Teacher Preparation Programs

Teacher Training Programs have a responsibility to maintain their high standards of curriculum breadth, and to resist, to the greatest degree possible, the impulse to orient one's program to the tests. Additionally, it is vital that teacher training programs improve recruitment, retention and training of minority students. These efforts have to go beyond coaching towards the test to include early identification, support services, mentoring and tutoring of students and the hiring of minority faculty who serve as active role-models.

Teacher training programs need to consider, at this juncture, creating programs that would train a team of professionals in assessment, observation, supervision and group training. We will soon need administrative leadership to facilitate the type of systematic and valid evaluation process discussed here.

Investigation of New Assessment Techniques

We would certainly support the development of new methodologies along the lines of Shulman's work and others. Similarly, we believe that there is a wide range of test strategies that could be developed as part of an Assessment Center program. Further, the concept of a comprehensive field system is one that educators ought to pursue, regardless of whether it is done for the purpose of assessment, or simply to expand the concept of teaching as a profession, as recommended by the Carnegie Task Force Report.

Moratorium and Restitution of NTE

The state legislatures have gravitated to testing in an effort to respond to the perceived national dissatisfaction with the quality of the teachers in our schools. While the exams remain convenient, and may even serve to quell public concern, they have yet to be proven to be the most superlative of vehicles for teacher selection.

Having examined a representative sample of the literature about assessment and its impact, and presented here some of the harm it is doing to the promotion of a diverse teaching force in the country, we believe it is appropriate to consider the following questions: What if there were a three to five year moratorium on using teacher test results for selection, retention

and promotion of our country's teachers? What if this time was used for further test development and validation studies aimed at avoiding adverse impact on minority candidates and ascertaining the predictive qualities of the exams. What if the scores these teachers received on their teacher exams could be used as data to isolate their training needs, and to design in-service programs to improve their skills in the classroom?

Teachers could be issued provisional certification and their classroom success could be monitored during this interim. Might we discover a productive use of the information garnered from the teacher tests? What if, in the next three years ETS revised the test format? What if, after a three to five year interval, the proposed moratorium could be reasonably reexamined, based on the multiple products newly available?

We believe that if attention were paid to the supervision and training of in-service teachers, not only could quality teaching be assured throughout such a testing moratorium, but many teacher's skills would be expanded. During this interval, should such a moratorium be endorsed and actualized, we could all rest assured that no further unnecessary damage was being done to the individual careers of caring, qualified teachers, or to the hope for a multicultural teaching body in America.

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Footnotes

1. A revised version of a paper originally prepared for presentation to the Multicultural Committee of the American Association of Colleges of Teacher Education, 1988.

Chapter 6

Successful Strategies for Local School District Partnerships

A Teacher Training Magnet: A Perspective for the Future

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and
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Crenshaw High School Teacher Training Magnet
Los Angeles, CA

The crisis facing teacher recruitment and teacher training, especially of minority teachers, requires both short and long term solutions. Short term solutions, such as emergency credentials and minor revisions in university curricula, can temporarily address our present teacher shortage; but, they will not be adequate for addressing our greater needs: a new perspective on the teaching profession and an ability to attract to it our most talented young people.

Our present crisis requires a nationwide agenda which unequivocally puts teaching at the forefront of all other professions. It should aim to eliminate from our thinking the notion that teaching is for those who are only moderately successful in their university studies, those who cannot make it in other fields, or those who view teaching as a temporary position until they can find something "better."

Teaching should take its rightful place as one of our most honored and respected professions, a profession from which all others are derived. For, in essence, there would be no lawyers, doctors, scientists, dancers, musicians, artists, businessmen, or engineers, if there first had not been teachers to teach them.

Given the crucial importance education and educators play in the future of any modern society, a magnet school founded on a dedicated commitment to teaching as a prestigious profession is indeed a viable project for the future. A teacher training magnet does not negate the need for future teacher clubs or individual courses enriched to include teaching components, but rather acts as a catalyst and pivotal center through which all other activities can interconnect and develop.

A teacher training magnet school can also provide an enriched curriculum which includes pedagogic concepts at all levels and in all classes. It can have as its foundation an intense academic program designed to engender a firm understanding of subject matter, learning theories and the psychological and physical natures of children. The magnet can benefit from a comprehensive relationship and exchange of ideas with leading universities and their schools of education. It can maintain as its central governing goal the development of a new type of teacher, one whose ability to understand children in all their multi-faceted beauty is in complete harmony with a total command of subject matter. To do this, a teacher training magnet must have at its core the following unswerving principles:

1. A recognition that there is a compelling need to attract and nurture at an earlier age those young people who demonstrate an ability for teaching and a desire to become teachers;

2. A belief that future educators should be prepared to teach in a multicultural society and that they should reflect a mature sensitivity to the needs, traditions, and cultures of people of all races and socio-economic backgrounds;

3. A philosophy that maintains that a teacher is one of the most influential individuals in a child's life next to his parents, and that teachers must have the qualities of compassion, understanding, creativity, intellectual curiosity, leadership capabilities and high expectations for student learning;

4. A commitment to the special recruitment of minority young people into the teaching profession in order to ensure that all our children will have strong, identifiable role models from all races and ethnic groups;

5. A commitment to continuing education with emphasis on studying and applying technology in the classroom to improve instruction and prepare students for the future.

The Crenshaw Teacher Training Magnet, established in 1985, is a three year academic program designed to recruit and train talented high school students who are interested in becoming teachers and to prepare them for university studies leading to a degree and teaching credential. Students enrolled in its program demonstrate average and above average skills in their academic studies, an ability to communicate with children and adults, and a desire to explore the field of education as a possible primary career choice. All students participate in a comprehensive university prep program, as well as activities associated with the teaching curriculum such as tutoring, lesson presentations, visits to elementary and junior high schools. Practical experience counselling is given to each student to ensure that each succeeds to the optimum of his or her abilities and talents. In so doing, students develop increased sense of self-worth and self-confidence.

The curriculum of the magnet incorporates four main components:

- Basic A-F requirements for the University of California system and the California State University;
- Pedagogic studies;
- Methodology of teaching;
- Practical teaching experience.

Pedagogic studies requires that the curriculum of each subject be expanded to include educational concepts, theories and methods. The expansion of the curriculum is achieved through additional teaching lessons and units that relate directly to the subject matter and its teaching application. Several examples are:

- Bulletin board design as a visual media;
- Oral reading and interpretation of children's literature;
- Skills in teaching basic map-making;
- Study of specific laws relating to education and child protection;
- Lesson planning and presentation of science experiments for elementary school student;
- Familiarity with the philosophy of bilingual education.

Methodology of teaching introduces the students to the educational process and the teacher's role in shaping a wholesome learning environment. It examines the varied levels of information and pedagogic techniques needed by the teacher and introduces the student to the total child concept of teaching.

Methodology of teaching includes such areas of study as:

- Classroom management and the features of a good learning environment;
- Student behavior expectations ages 6-16;
- Planning and delivering a lesson;
- Assessment and evaluation of a lesson;
- Classroom observation techniques;
- Introduction to the various learning styles of children.

This component is taught by members of the magnet staff, administrators, guest teachers, mentor teachers, and professors from our partnered university, the School of Education, California State University at Los Angeles. This component is especially successful because of the contributions made by the School of Education of CSULA through its allocation of professor time to our magnet.

Practical teaching experience is one of the most crucial components of our program because it provides our students with first-hand experience, guided instruction and rewards, which are connected to teacher retention. The component is divided into several sections including:

- Instruction in lesson planning and how to conduct a lesson;
- The elements of individualized teaching through tutoring;
- Elementary and junior high school experience through observation;
- Tutoring children in groups and individually;
- Presentation of a short lesson.

It goes without saying that the success of our curriculum requires close communication and cooperation between our school and our feeder elementary and junior high schools. This communication is constantly developing so that it may benefit children at all levels. In this regard, our program is continually expanding to include practical experiences for students by bringing elementary children to our site for special projects. These experiences include prospective teachers planning science lessons and teaching primary children about small animal care using rabbits, chickens, ducks and guinea pigs. They also introduce younger children to the study of plant life by helping the children to plant gardens in our horticulture complex.

The possibilities for a teacher training magnet, as we have found at Crenshaw High School, are infinite. At the center of the program are the teachers themselves. They should always be the most talented teachers in the field, teachers dedicated to children and characterized by a constant creative searching for new innovative ideas.

We are realistic enough to know that there will be students who will finish our program and decide not to become teachers. But, we believe it is much more beneficial for an individual to discover early that he or she is not suited for a particular profession than to enter it and soon realize that it brings him or her no happiness or self-satisfaction. We think our magnet program will develop in each of our students leadership capabilities, communication skills, a love of learning, and a sense of self-pride and confidence in one's potential to be the best one can, no matter what career one chooses. Most importantly, we think our students, as future parents, will have been given excellent parenting skills and a profound respect and love for children.

We are optimistic that the majority of our students, 53 of whom graduated in June, 1988, will go on to become teachers and thereby prove the validity of the teacher training magnet as a viable perspective for the future.

The Challenge of Retention and Recruitment

Pauline Rivers
Crenshaw Teacher Training Academy
Los Angeles, CA

Jewell Boutte's vision came to fruition; Crenshaw's Teacher Training Academy is alive and pulsating with possibilities and potential. Our major challenge now has been and continues to be the recruitment and retention of students. Addressing one of those two issues often has a positive effect on the other issue. For example, if one seriously or creatively rises to the challenge of retention, one will automatically be armed to fight and win the battle of recruitment.

Retention

In order to retain students, it is mandatory that one provide as many innovative experiences as possible. Students must be made to feel that they have access to events and experiences that other students do not. One experience that is enjoyed by magnet students is the visiting we do to elementary schools, to tutor/teach classes. Students always enjoy coupling a lab with hands-on experience.

We enjoy a partnership with California State University and as such, we are inserviced (both faculty and students) by their professors. We intend to broaden our use of instructors who are off-campus people, particularly in the World of Education class, which will be instructed by a battery of experts.

We have a peer tutorial program that pays our student tutors to tutor students on site and in the community who are brought to us by their parents. Additionally, Merrill Lynch has a partnership program that subsidizes and assists 25 students in a particular school. Having formed a partnership with the school, we tutor their students during the World of Education class, and our tutors are paid to do so. When parents bring their students, they are able to see first hand how the program works. This serves to dispel myths that all inner-city schools are inundated with daily shoot-outs. Therefore, tutoring becomes a strong recruitment device. As a result, the parent and the child are more likely to attend our magnet and tell others that we are good place.

While a 100 percent success rate has not been the case, in order to retain students, it is necessary to make regular, positive (not just disciplinary) contact with individual students. Students cannot feel alienated. They must feel connected, if not to our goals and our objectives, then to our coordinator, teachers, counselor, or activities.

As an outgrowth of individual personal attention and because we are in an infant stage and have limited teacher/class choices, we must try to accommodate individual needs in programming. Our ethic is humanistic and as such, we do not sacrifice the student to the program. In other words, when it is clear that a student's needs would best be met in a class outside the magnet, I schedule the student according to his/her needs.

Finally, a reward system must be included. Students who do well academically or have a good attitude must be rewarded. Rewards could be verbal praise, listing names in our monthly newsletter, or announcing names on the PA system. We are starting an annual senior awards dinner this year, which will be cooked by parents and served by our eleventh graders. Slides of seniors will be shown during dinner. It is a tangible acknowledgement to the senior and it gives the juniors something to look forward to when they beome seniors.

Retention then, is based on giving students a series of good reasons to stay in the magnet.

Recruitment

There are two obstacles to recruitment. Both are public relations issues. First, being a teacher in America is not presently a desirable occupation. Some students have had the kind of educational experiences that would preclude them from willingly becoming a teacher. As a result, it becomes one of my responsibilities to make known the joy found in teaching. We have recently began video taping our activities, which gives visual support to the premise that teaching can be fun. The tape will ultimately be honed via video tape. I will then be able to recruit more students. Also, our magnet hosted a conference for future teachers. Each of the 17 high schools that had future teachers programs sent two students. One of our many goals was recruitment. We are not above directly asking principals at each of these schools to find us two students from their future teacher clubs.

As educators we must assume the responsibility of repairing our damaged public image. When our teacher training magnet has a waiting list equal in numbers to the gifted magnets, we will know that our image and the quality of education in the United States are where they should be.

The second public relations challenge is that of being a minority school located in the inner-city. For the ignorant, that conjures images of "Black Board Jungle" and a third world battle ground. Our site is neither. In fact, the building is an attractive one. District events and meetings are frequently held there for that reason. No one would deny that gang activity exists in LA, but our school does not have go-from-the-hip shoot outs at high noon. This site is not the old west with ethnic actors. No self-respecting gang warlord has the time to deal drugs, commit various and asundry murders, attend five classes a day and do homework. There are those who feel that anything south of the Ventura Freeway is a vast wasteland. Beverly Hills, Hancock Park, and Ladera Heights are all south of the Ventura Freeway with homes running for $800,000 and above. My point is that in recruiting I must meet the challenge of preconceived notions regarding the area. I must be very vocal about our successes and utilize the media to do so. Again, the visual reality found on the video is excellent for that purpose. When we do our monthly newsletter, we make sure that the district hierarchy receives them. Doing wonderful things is insufficient. We must publicize them. That sometimes offends educational purists, but the loss of the program is offensive to me. Therefore, when recruiting, especially for a new program one must think in terms of a whole public relations package to survive.

BEST COPY AVAILABLE

The indictments found in study after study related to teacher training, teacher shortages in general and minority shortages in particlar are scathing. As a result, programs like ours are being discussed, analyzed and nurtured. The creative energy that surrounds us is certain to stimulate a multitude of solutions

Teachers of Tomorrow Collaboration

Rosemarie Deering
Kansas State University

Introduction

"I miss you already," wrote the high school girl who just hours before had met her university partner at the first Teachers of Tomorrow Collaboration Partnership Conference at Kansas State University, Dec. 3, 1988.

The day had been crystal clear; the air seemingly energized with students' anticipation as the 45 high school students arrived on the college campus to meet 90 university volunteers. The unique partnership is designed to promote understanding, academic excellence, improved multicultural experiences and minority recruitment for teacher education.

"Each year thousands of marginally prepared students leave college because they are ill-prepared to face continuing rigors of academic life," (Guinta, Bonifacio, & McVey, 1988). Many more students have little or no opportunity to attend college due to factors such as lack of information, inappropriate role models, poor self-concept, inadequate support systems and low academic achievement (Carnegie Forum on Education and the Economy, 1986; Holmes Group, 1986; Matthews, 1988; National Commission for Excellence in Teacher Education, 1985; Salahu-Din, 1988). Many factors described in the literature as necessary to educational reform and minority recruitment are being addressed by the TOT Collaboration. Educators at Kansas State University recognize the opportunity and obligation to deliver optimal advocacy for minority students while providing multicultural experiences for non-minority teacher education students. The National Commission for Excellence in Teacher Education (1985) projects that by the 1990s minority students in the public schools will be 30 percent while minority teachers will number only 5 percent. TOT Collaboration hopes to countermand the inequity with a personalized, academically sound program for future teachers.

This paper presents the TOT Collaboration model, a unique functional operation of theoretical concepts regarding minority recruitment from two perspectives: (1) the public school participants, and (2) the university participants.

Public School Participation

TOT is a secondary school program created to recruit students who may be interested in becoming educators. A main objective is to respond to the declining number of minority teachers by challenging interested students to a sound academic program, providing support from a cadre of teachers and assisting those students in finding appropriate resources for the pursuance of their goals. The program was founded and is directed by Jowel Laguerre, a recipient of a 1988 Christa MacAuliffe Fellowship. All TOT members are eligible to join the TOT Collaboration Partnership. As members, high school students pursue

stringent academic curricula, assume leadership and hosting roles to university students, visit the university campus to attend education classes, participate in TOT activities, attend overnight retreats and experience a preliminary taste of college life. Fears and myths regarding the impossibility of becoming a teacher are soon replaced with anticipation and enthusiasm for the teaching profession and the personal goal of becoming a teacher. The strength and power of the model lie in the formalized, personal relationships established between partners at the conferences.

The first conference which was held on the K-State campus included an enthusiastic welcome from Dr. Pat Bosco, Associate Vice President/Dean of Student Life, and two speakers with information and advice concerning scholarships. In addition, there was a luncheon and entertainment. These activities enhanced the focal point of the day, which was the Partnership Ceremony. After everyone had heard and acknowledged the Partnership Contract, students were called two at a time to the auditorium platform to meet their new partners. There was laughter, a little anxiety and a great deal of anticipation as pairs of students signed contracts and sought a quiet place to get acquainted.

With TOT support in place, the high school students, by joining the TOT Collaboration Partnership, gain personal association with university role models, multicultural experiences with non-minorities and broadening understandings of college life and its many complexities. Each biannual conference brings partners together for a day of activities planned to promote communication, knowledge and understanding. In addition, partners correspond and arrange their own meetings, sometimes including families. During the summer, the TOT high school partners will attend a three-day retreat on the K-State campus to further prepare them for college experiences. While the contracts are made for one school year, it is expected that many lifelong friendships are being established. (The author requests literary license in suggesting that unless "hearts" are changed, minds and programs will lack the necessary vitality and integrity necessary to promote unity in our nation.) The TOT Collaboration Partnership invites participants at all levels to come together in reason, purpose and ideals.

University Participation

Kansas State University TOT, a voluntary campus organization, is designed to provide personal, social and academic enhancement to undergraduate students in teacher education. Monthly programs include guest speakers, panel discussions, state officials and leading educators who address topics such as classroom management, P.L. 94-142 implementation, interviewing procedures, pluralism and issues of licensing. Social events provide sharing of ideas, fraternity and opportunities for professor-student dialogue as well as student-student conversations. A faculty advisor, Rosemarie Deering, serves as facilitator, mentor and role model for active members.

All KSU TOT members are eligible to join the TOT Collaboration. Interest and commitment to the partnership concept were evidenced by the number of university students who enthusiastically chose to participate. Ninety-three students attended the first conference on Dec. 3, 1988. Since that time, approximately 30 additional students have indicated a desire to join as soon as possible. That opportunity will occur at the second conference to be held at the public school setting in February.

University students benefit greatly from multicultural contacts, observation and student teaching in the urban high schools. Prejudices and myths regarding urban youth and inner-city schools are quickly dispelled, while commu-

nication skills, respect for diverse cultures and teaching methods are enhanced. While the author is not presumptuous enough to assume that every partnership will result in an ideal friendship, there are evidences of successful outcomes. Matthers (1988) aptly identifies the "psychological baggage" brought by students and faculty at the beginning of academic experiences. She further describes the respective sets of illusions and expectations of validation and rewards of those illusions. The personal nature of the TOT partnerships assured by the commitment to communication promises to minimize illusions and provide a base of reality for preservice secondary education teachers who will enter teaching within the next four years.

Factors such as role model standards, the art of listening, developing awareness, offering tutoring and/or academic counseling, enhancing student self-esteem and demonstrating caring for others enter into the value of this paradigmatic model for recruitment and retention of minorities. The richness of the model supercedes boundaries of race or socioeconomic constraints.

Matthews (1988) reports a common thread in success of black astronauts, Bolden and Jemison, who describe "strong support systems which instilled self-confidence and belief in their abilities." The literature is replete with the universal need for self-confidence and efficacy, personal support and a sense of dignity. KSU promises to provide that "common thread" with every possible means of advocacy for all education students through the vehicle of TOT Collaboration.

Conclusion

TOT Collaboration orchestrates the goals of individual organizations to provide a gestalt from which secondary and university students benefit mutually. The paradigm is designed for increasing growth and dimensions and is evaluated regularly both quanititatively by pretest and post-test. Qualitative evaluation includes logs, incidental reports and narrative reflections of student experiences. As the project expands, evaluation will incoporate increasingly sophisticated procedures.

In the high school component, students, teachers and parents are responding enthusiastically in numbers that suggest expansion to many additional high schools, middle and elementary schools, and to other cities. The university, likewise, is responding with enthusiasm. Professors are suggesting that the collaboration be incorporated in course objectives.

Future dimensions of the collaboration may include exchange teacher roles, action research, scholarships for deserving students, mentoring of new students by upper-class members, minority recruitment and teacher placement. The authors of the collaboration are not limited to rational goals. Flexibility, comfort with ambiguity, and visionary risk-taking are strengths of the program personnel. It is evident that the TOT Collaboration has a brilliant and exciting future, worthy of becoming a national paradigm for minority education students, thus contributing to excellence in American education.

As American educational reform sweeps through a third wave, the TOT Collaboration moves ahead with the theme of "A wonder is one to one - one life touching one life"; for after all, teaching is touching lives with wonder.

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National Concern: Local Solutions Decline of Minority Teachers

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Cincinnati Public Schools

According to all reports including the Carnegie Report, a teacher shortage is upon us and will exist well into and beyond the year 2000. Minority teachers will make up less than 5 percent of the national teaching force in two years. At the same time, minority students will comprise about 80 percent of the public school students (WICHE, 1977). Schools should be staffed by teachers who reflect the diversity of the nation's racial and cultural heritage (Carnegie, 1986).

A national trend that started in the 1970's places the percentage of minority teachers at 10 percent and threaten to lower it even further if we do not take some action to halt these trends. Furthermore, the number of blacks receiving bachelors degrees in education is steadily declining and is hovering at the 10 percent level. At the same time, about one-third of the students in the United States will be black or hispanic. We are quickly approaching a time when there will be no minority teachers anywhere in the country. Armed with these facts, the Cincinnati Public School system was determined to implement a plan to reverse the national trends.

Cincinnati Public Schools: Long-Range Recruitment

A task force on minority recruitment was formed in response to the Board of Education's "Resolution Regarding Cincinnati Public School Cooperation in Consortium to Increase Teaching Ranks, Particularly Minority Teachers," adopted June 9, 1986. The task force was under the direction of Martha Price, Associate Director of Personnel, Cincinnati Public Schools. On the committee were representatives of the Cincinnati Federation of Teachers, minority recruitment coordinators from local universities and various members of local agencies

and organizations including the Women's Alliance and the Urban League.

The following is a list of goals that were established by the task force:

1. To recommend strategies for successfully recruiting minority teachers.

2. To identify key organizations, institutions, agencies, etc., that can provide assistance in the recruitment process.

3. To recommend a procedure for monitoring the effectiveness of current minority recruitment programs and employment practices.

4. To examine the status of minorities in teacher education programs in area colleges and universities.

5. To recommend programs designed to encourage minority students in Cincinnati public schools to enter the field of education.

6. To establish short and long range plans to address poor working conditions, low salaries for teachers and the deteriorating image of the public school teacher.

Within the past ten years, there has been an increase in the number of predominantly black colleges and universities visited by the district's personnel administrators in 1986-88. Schools visited were located primarily in the southern part of the country. Teacher fairs and career days are conducted at Kentucky State University in Frankfort, Kentucky; Central State University in Wilberforce, Ohio; and Southern University in New Orleans, Louisiana. Cincinnati public school personnel administrators participated in these programs specifically to recruit minority prospects. Late this spring the district also sent recruiters to the All-Ohio Minority Recruitment Fair in Columbus, which was an outgrowth of a joint effort by personnel administrators in the state.

The assistance of people serving as minority affairs representatives in predominantly white universities was enlisted to contact and encourage minority candidates to participate in the on-campus interviews. Personnel administrators employed this strategy as they added new predominantly white colleges to their schedules. These colleges included Cleveland State, the University of Detroit and the University of Toledo. However, to date, difficulties emerge in attracting minority teachers, especially from the South, to Cincinnati. This can be attributed to the fact that students are apprehensive about leaving their geographical areas and compounded in cases where the district's salaries are not competitive with those in large urban cities in the South.

Local Universities

Most of the local universities in the greater Cincinnati area have initiated programs to attract minorities to their colleges of education. Each university's activities are described below:

College of Mount Saint Joseph

The Office of Career Services - Special Service at Mount Saint Joseph College sponsors a "Career Exploration Day" for black students from area high schools and attempts to interest them in a variety of careers, including education. During the 1986-87 academic year, 250 black students participated in this program. As a result, a follow-up summer residential program was developed called

SCOPE (Summer Collegiate Orientation Program and Enrichment for Black High School Students). SCOPE is designed to offer 26 of the 250 black high school students an orientation to college life. These students live in dormitories, experience college classes and participate in recreational activities for one week.

Miami

In July 1986, the School of Education and Allied Professions hired Ms. Jan Goings, a minority recruitment coordinator, to address the under-representation of blacks in its teacher preparation programs. Their minority recruitment program, in conjunction with the Cincinnati public schools, plans to promote teaching as a career at all levels. Miami is also conducting on-campus visitation programs for prospective minority applicants and establishing a minority scholarship fund. Since the fall of 1986, Miami University has hosted a two day minority recruitment and information workshop for minority students and hosted its Annual High School Counselor Day, with emphasis on minority recruitment. The whole university has initiated special recruitment efforts for blacks and has also provided financial support.

Xavier

Xavier University purchases the names of potential students from the College Board Student Search Service, which includes two special searches of hispanic and black students. It then solicits their interest in Xavier and its education department. In addition, special literature has been developed to recruit minority students, specifically "fact sheets" on departments, as well as one which highlights the black student life. A brochure, "The Black Perspective," is printed biennially to describe Xavier from a black student's point of view. On-campus programs to attract students from various socio-economic, racial and cultural backgrounds to Xavier has also been expanded to include Black Student Visitation Day. Xavier University's Annual Minority Recruitment Fair was Feb. 11, 1989.

University of Cincinnati

In September 1986, the College of Education hired Dr. Judith James, Assistant to the Dean, for minority recruitment and academic advising. Specific recruitment activities include re-establishing future educator clubs in the Cincinnati public schools and extensive interaction with local community organizations and churches for the purpose of making the community aware of the problem, as well as identifying prospective minority applicants. The College of Education has also actively sought funding for minority scholarships and sponsored a Future Educator Summer Academy in July 1988.

Minority representatives from the local colleges/universities have actively participated in the Council of the Advancement of Blacks in Higher Education. This newly formed state organization has been charged to address the mission, "To measurably affect the advancement of black students in education providing information services related to preparation for educational opportunities and access to post-secondary education." The decision has been made to divide the state organization into regions. Ideas will be generated that will aid the college in improving the opportunities of access to higher education for minority youth.

One Solution: Emphasis on Future Educators Clubs

One of the recommendations of the task force and the University of Cincinnati was to re-establish the Future Educator Clubs in the area high schools. This has been a joint project of the Cincinnati public schools and the

local universities since 1986. To date, clubs have been established in all ten Cincinnati public high schools, and some outlying districts would like to consolidate efforts in the coming year.

Three universities have been very active in establishing and maintaining the Future Educator Clubs: University of Cincinnati, Miami University and Xavier University. There are presently 86 students in the Future Educator Clubs. Initiating interest in the clubs was no small task, but there was much active support.

In the fall of 1987, the University of Cincinnati hosted a luncheon so that the concept would gather local support. Dr. Lee Etta Powell, superintendent of Cincinnati's public schools, spoke as did the deans of the three local universities. All high school principals were present, so that a broad base of support was in place. For the next three months, personal visits were made to each high school so that each of the sponsoring teachers was well informed of the club's goals. These were two of the key ingredients involved in establishing the core group of FEA members. Since that time the number of students and faculty advisors have grown steadily. Monthly meetings are held at each high school on a rotating basis. One of the main accomplishments with the students has been one day visits to various universities so that they can experience university life. The visits also stimulate increased interest in those students who are still pondering going on to college at all.

This year's goal is to transfer the governing power of FEA to the students. This phase of the program will increase student participation and give them a chance to be leaders now and give them practice for their professional leadership roles as teachers. Students will meet and generate a constitution, by-laws and the general structure of their organization - Future Educators of America.

The basic involvement in the FEA has spawned other opportunities for each representative in the area of minority recruitment. Each of the university representatives, including myself, has spoken at high school career days, university recruitment fairs and classes promoting teaching as a career choice. Our efforts have not been limited solely to the local level, as they have increased to other school systems in Ohio and Indiana. The group has also been in contact with a similar program in Kansas City. My guess is that many such activities exist around the country. Minority recruiting of teachers must not remain a local effort. If role models are to be actively teaching in the future, it must become a national goal through networking.

Cincinnati Public School Teachers: Eight Year Review

As illustrated in Table 6.1, the eight year hiring data reveals a relatively stable number of minority teachers in the Cincinnati public schools. There is a 1 percent decrease in the numbers of black teachers in the 1988-89 school year. There is a serious concern about replacing minority teachers as they begin to retire from the system.

Recent recruitment efforts have paid big dividends as personnel staff has attended minority recruitment fairs around the country. The Cincinnati public school system has a close working relationship with the local universities, especially the University of Cincinnati. Minority students with majors other than education are counselled about careers in education. In some cases, these students may qualify for temporary certification and thus could be substitute teachers while pursuing their needed coursework. There are many other plans in action. In any event, school systems must be creative in their pursuit of minority teaching candidates so that our worst fears do not become reality.

Table 6.1 Black teachers hired in the Cincinnati schools from 1981 to 1989.

School Year	All Teachers	Black Teachers	Black %	White Teachers	White %	Other Teachers	%
1981-82	3326	1001	30	2273	69	52	1
1982-83	3246	983	30	2243	69	20	1
1983-84	3135	961	30	2152	69	22	1
1984-85	3234	983	30	2221	69	30	1
1985-86	3354	1011	30	2306	69	37	1
1986-87	3395	1013	30	2345	69	37	1
1987-88	3471	1046	30	2390	69	35	1
1988-89	3690	1070	29	2573	69	47	1

Summary

School systems and universities have faced many difficult tasks in the past while trying to provide quality teacher candidates. The task of selling education as a career choice is a difficult project, but not an overwhelming one. Throughout the country, salary and fringe benefits packages are increasing and thus luring some students into the teaching profession. However, this in itself is not enough. School systems and universities must pool their talents and energies to promote teaching to high school students. No longer can students be told to avoid teaching because of low pay and no respect. A positive approach must be taken to convince our youth to share their knowledge, energy and talents with others. We must promote the idea that a teacher is a role model and a "sculptor of the future."

The mission is difficult but not impossible. We must work by the philosophy of Christopher Edley, President of the United Negro College Fund, 1987,: "We can act as though we expect every student coming out of high school to go on to something better." Set our expectations very high for the next generation of leaders and we will maintain excellence and achieve our goal of providing quality teachers into the year 2000.

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Chapter 7

Successful Strategies For Local School District Partnerships

Summary of the Status of the Tennessee Task Force on the Supply of Minority Teachers

Pat McNeil
Implementation Coordinator, Tennessee Task Force on the Supply of Minority Teachers

The Tennessee Task Force on the supply of minority teachers was formulated to address the concern for adequate minority representation in the teaching profession. A national problem in scope, the Southern Education Foundation spearheaded the effort to assist states in the southern region with similar problems and situations to organize and develop state task forces. The Tennessee Task Force is broadly composed of legislators, educators, businessmen and other leaders in Tennessee who have a vested interest in education. These groups individually and collectively developed recommendations and strategies to increase the supply of minority teachers.

The minority population in Tennessee is almost exclusively black, with 22 percent representation in the public school systems statewide. All other minority groups represent less than one percent of the total public school population. During the 1987-88 school year, black educators in Tennessee represented 11 percent of the classroom teaching force. For the past five years, teachers having more than 20 years experience composed more than 30 percent of the minority teachers represented. National statistics estimate that only 10 percent of the teaching population is minority, while more than 25 percent of the nation's children belong to minority groups. National statistics also project that by 1995, the nation's minority student population will approach 30 percent with the proportion of minority teachers expected to be less than 5 percent.

Given those statistics, the trend of minority students enrolled in and graduating from teacher education programs in Tennessee is of particular interest. In 1984-85, minority undergraduate enrollment in both private and public teacher education programs in Tennessee was 9.4 percent. In other words, 468 blacks out of a total of 4,933 students were enrolled in teacher preparation programs. The 1987-88 figures revealed that black enrollment had declined to 2.3 percent, 78 blacks out of a total of 3,529 teacher education students. Similarly, graduation rates for teacher education students in public and private insititutions were 7 percent in 1984-85 and down to 3 percent in 1987-88, which translates to 53 blacks out of 1,783 teacher education graduates.

What then, is Tennessee doing to reverse this disturbing trend?

The task force presented the governor of Tennessee a set of recommendations which collectively form a comprehensive plan consisting of short and

long term strategies to increase the supply of minority teachers in Tennessee. Collaborative efforts between the State Department of Education (SDE) and the Tennessee Education Association (TEA) have been established and a program, "Project Pass", has been developed. Project Pass will identify high school minority students with an interest in education and assign them to a support team for the purpose of nurturing and enhancing the student's academic progress and interest in education. Each student's team will consist of two teachers, a parent, a representative from a church, a manager from a local business and a representative from a service organization with active involvement by TEA and SDE personnel. TEA and SDE personnel will also work together to further revitalize participation in Future Teacher of America Clubs throughout Tennessee. Arkansas, Georgia, Virginia and Florida are a few other states with similar initiatives underway.

The task force also recommended that teacher cadet programs be established. The cadet program is designed to provide intense exposure through academic preparation and field experiences to students identified as having above average academic skills, strong leadership qualitites and an interest in exploring teaching as a career. South Carolina, in its third year of implementation of the teacher cadet program, has encountered significant results in participations. The University of Tennessee at Knoxville and Chattanooga are currently developing the cadet model with initial implementation planned for Fall, 1989, on the Knoxville campus.

The Tennessee Higher Education Commission (THEC) has requested $250,000 from the state for a matching grant program. This program would allow higher education institutions to compete for grants aimed at increasing the supply of minority teachers. THEC also requested $100,000 to fund a teaching fellows program which is designed to provide scholarships of up to $5,000 a year for 20 students planning to become teachers. North Carolina is in its second year of implementation for the fellows program with a current $8,000,000 operating budget. Suggested guidelines for both the matching grant and the teaching fellows program have been developed.

Additionally, the task force also recommended that a study on the supply and demand for teachers in Tennessee be conducted and for the establishment of a job bank to facilitate placement of minority teachers. A grant has been secured from the National Governors Association to investigate the supply and demand recommendation with a preliminary report projected for summer, 1989. Support personnel have been assigned to develop and implement the job bank with a projected implementation date of May, 1989.

All Tennessee institutions of higher education with teacher education programs were contacted and asked for reactions to the task force recommendations, status of minority enrollment at their institutions and strategies for increasing retaining and graduating minority students. Finally, a coordinator has been appointed on a half-time basis to provide support for members of the task force in the implementation of the recommendations.

Basically, this is where we are in Tennessee. We have a comprehensive plan developed and endorsed by Tennessee leaders with a vested interest and commitment to the belief that public schools are a mirror of society, and that society in general benefits by having adequate teacher representation by all groups.

The task force recognizes that without adequate funding, the overall plan will not significantly impact the disturbing enrollment figures which are literally indicative of the future complexion of the teaching force in Tennessee. We will continue to emphasize that extraordinary measures of support must be incorpo-

rated and accelerated to counteract the bleak projections of the future.

Time is of the essence; implementation of our programs even with limited funding and resources has begun in a deliberate and coordinated manner. We will persevere to increase funding and support until our objectives are met.

Statistical Summary for Tennessee

Tennessee Population Estimate (1980 census)

16.5% non-white

Racial Composition of Tennessee Public School Students (1987-88)

22.00% - Black (183,067)
.02% - Hispanic (1,486)
.04% - Native KAmerican (349)
.68% - Asian (5,641)

Tennessee Classroom Personnel (estimated)

1984-85	4,457 (B) 35,414 (W)	11.2%
1988-89	4,317 (B) 33,903 (W)	11.3%

Undergraduate Teacher Education Enrollment (Public and Private Institutions)

1984-85	468 (B) 4,933 (total)	9.4%
1987-88	78 (B) 3,529 (total)	2.3%

Teacher Education Graduates (Public and Private Institutions)

1984-85	115 (B) 1,622 (total)	7%
1987-88	53 (B) 1,783 (total)	3%

Summary of Recommendations

1. Support collaboration of the TEA and the SDE in revitalizing Future Teacher/Young Educator clubs and in the initiation of a mentoring program for minority students entitled Partnership to Assist Student Success.

2. Establish teacher cadet program in high schools.

3. Provide matching grant program in support of teacher education projects designed to attract post-high school minority candidates and projects designed to attract minority graduates of four-year institutions who work in fields other than education.

4. Initiate a Teaching Fellows Service Award Program for talented minority students.

5. Develop programs, curriculum strategies and practices in institutions of higher education that enable minority students to enter teacher education and successfully complete requirements for admission to the profession.

6. Create Teacher Job Bank to facilitate response to the demands of a competitive market for qualified teachers.

7. Institute annual report to the State Board of Education on supply and demand for teachers, including information on the supply of minority teachers.

Chapter 8

Successful Strategies of Colleges and Universities for the Recruitment and Retention of Minority Students

Recruitment and Retention of Minority Students in Teacher Education at the University of Cincinnati

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University of Cincinnati

According to the "Eight-Function Model for Recruitment and Retention of Minority Students in Teacher Preparation Programs" (Middleton, Mason, Stilwell, Parker, 1988), the recruitment and retention functions establish the components of a recruitment and retention plan that articulates a collaborative effort between constituent groups. These groups include various community, civic, public and professional organizations.

Initially, the level of participation of minorities in teaching should be studied and the need for increased participation documented. Other aspects to be examined during the recruitment and retention stages of the analysis include criteria for a supportive environment, development of community interest and participation in planning, goals for minority participation in teacher education, retention requirements, public information plans and procedures and sources of incentives with organizations representing appropriate potential students.

The impact of other programs on campus, such as requirements in the College of Arts and Sciences, activities in the Student Affairs Office and procedures in the Financial Aid Office, should also be studied. The information gathered during this part of the analysis will help to set the stage for the activities conducted when implementing the Eight-Function Model for Minority Student Recruitment and Retention.

Members of the College of Education at the University of Cincinnati reflected upon the relationship between the past, present and proposed activities related to minority recruitment and retention and the elements of the Eight Function Model. This paper will describe the teacher education program (TEP) system at the University of Cincinnati and relate several operating decisions of the past seven years to the elements of the analysis recommended by the Model.

The Level of Participation of Minorities in Teaching

Fewer minorities are applying to teacher education programs than in the past. Many educational programs leading to occupations and careers that historically were not readily open to minorities now actively recruit capable minority students. These opportunities coupled with what some describe as poor working

conditions, low pay and the deteriorating image of the public school teacher (Perkins, 1986), have undoubtedly contributed to the growing decline in the number of minority applicants to teacher preparation programs. The racial and ethnic compostion of America's teachers reflect a consequence of the decline in the number of minorities entering teaching. According to the American Association of Colleges for Teacher Education (1987), Blacks represent 16.2 percent of the children in public schools, but only 6.9 percent of the teachers; Hispanics represent 9.1 percent of the children in public schools, but only 1.9 percent of the teachers; Asian/Pacific Islanders represent 2.5 percent of the children in public schools, but only 0.9 percent of the teachers; American Indians and Alaskan Natives represent 0.9 percent of the children in public schools, but only 0.6 percent of the teachers; Whites represent 71.2 percent of the children in public schools, but 89.6 percent of the teachers. According to the November, 1984 edition of Education Week, minority representation in the nation's teaching force was about 12.5 percent in 1980 and could fall to 5 percent by 1990.

Correspondingly, minority enrollment in colleges of education during the past ten years, nationally and at the University of Cincinnati, has declined significantly. Enrollment of undergraduate Black students in the University of Cincinnati's teacher preparation programs peaked in 1977-8 at 14.4 percent and steadily declined to 6.2 percent during the 1987-8 academic year.

The Need for Increased Minority Teacher Participation

The administration and faculty of the College of Education at the University of Cincinnati were well aware of the declining number of minority applicants and students in the early eighties, but the question is how the university responded to the declining enrollment of minorities in teacher education programs. The College of Education, especially the teacher education programs, faced a number of difficult problems at the beginning of this decade. State subsidies to support the university, thus the college, were reduced, resulting in budget cuts of 1-3 percent per year. New standards for teacher education had been approved by the State Board of Education and were being implemented, resulting in numerous changes in programs and the pressure of preparing for a state accreditation visit. The teacher education programs were also due for an accreditation visit by NCATE, whose standards were different from those of the state. The overall enrollments were declining and, in addition, the percentage of minority students was decreasing. The situation looked bleak. The system response was to conduct an audit to get a firm handle on college goals, aspiration, resources and needs. The audit required six months to complete and was conducted during the 1982-3 academic year. The need for the College of Education to actively address the issue of declining minority enrollments was evident at the end of the audit. Also clear were the needs to improve the basic skills of students in the teacher education programs, to function with a smaller real budget, to revise the program offering of the college to better match the demands of the market place as well as to take advantage of the strengths of the faculty, and to increase the scholarly productivity within the College so that the status in the university might improve.

Clearly, the problem of declining minority enrollments was recognized, but the response of the system was limited by other problems that existed at the time. The system could not address all problems at once and priority was given to restructuring the budget, reallocating resources, and revising or developing programs that would help the college achieve its academic goals.

Policies and Practices for Minority Recruitment, Admission and Retention

The system's response to the problem of poor basic skills among some teacher education students was to recommend a basic skills test which students would have to pass prior to being placed for student teaching. The Pre-Professional Skills Test (PPST) became required for students pursuing teaching certification in the University of Cincinnati's College of Education in1983, a decision that escalated concern about the dwindling ethnic minority population and the potential effect of the test requirement on that population. The College Senate sponsored a series of meetings to discuss the issue and faculty were split on the merits of testing basic skills, some fearing that the cost would be a further decline in the number of minority students. Many faculty questioned the cultural fairness of the PPST while others lamented the college's insensitivity to the decline in minority enrollment. The system responded by requiring the test, but with a commitment to work with students who failed the test and to give greater attention to minority recruitment and retention.

By 1984, the budget picture had improved and several difficult program-reduction decisions had been made. The system was ready to actively address minority enrollments. After many discussions with faculty committees, the Dean decided to create the position of an assistant to the dean for minority recruitment and retention. The perceived importance of improving minority recruitment and retention was evidenced by the creation of the new position and the administrative level assigned to it. The position was officially approved by the university in May 1986, and the first assistant to the dean for minority recruitment and counseling was appointed in September 1986. The job description made clear the nature of the position and the qualities desired of the person filling it. The advertised qualifications for the position included:

- teacher certification with at least three years of successful teach ing experience in the public schools;
- knowledge about the types of communities where recruitment activities would be conducted;
- ability to establish ongoing relations with the Urban League, NAACP, and similar organizations;
- possession of at least a Master's degree in a professional education or academic specialty.

Experience in higher education was advertised as "desirable but not essential." The advertisement solicited applications from candidates who were:

- committed to rigor and high academic standards as an essential criterion for membership in the teaching profession;
- self-starters, capable of divergent thinking in the development and fulfillment of responsibilities;
- resourceful in working with organizations and social networks.

Obviously, the college had high expectations when the faculty and administration agreed to this description of the position. Fortunately, there were individuals who met these criteria, were committed to the goal of increasing the number of minorities in the teaching profession and were willing to work within the teacher education program system to achieve this end. One of the first activities of the new dean's assistant was to submit a plan for improving minority

recruitment and retention. The proposed activities became part of the system when the college agreed to support the recommendation.

The importance of having a person who is responsible for addressing minority recruitment and retention cannot be over-emphasized. Within a system like that of the University of Cincinnati, when these responsibilities are assigned to everyone, they really belong to no one.

Minority Recruitment Activities

According tho the Carnegie Task Force on Teaching as a Profession (1986), "Because teaching will need a very high proportion of college graduates in the years ahead, the problem of minority teachers cannot possibly be solved without addressing the fundamental problems of minority educational preparation throughout the pipeline . . . the challenge at the middle and high school level is especially acute. We need to identify promising students, raise their aspirations, and support their efforts to do well in school and prepare for college."

Several recruitment approaches and efforts proposed at the University of Cincinnati may be generally useful. One obvious source of minority teachers is the local public school system and community. Since recruiting from afar had not achieved the desired results, a local program was developed to attract more black and other minority persons into the teaching profession to serve the needs of the community. School districts can provide critical support by publicly stating that a higher ratio of minority teachers is vital to the future well-being of the district. Colleges of education and school districts must develop coalitions and partnerships with local industrial, business, civic and social organizations to identify future minority teachers. This effort should not stop at the identification level, rather, it should continue through career activities and provide grant and scholarship funds to get minority students enrolled in colleges and universities to return to the districts as educators (Ohio Association of School Personnel Administrators,1987).

The following activities have the potential to increase the number of minority candidates preparing to become teachers:

<u>Collaboration with School Districts</u>

1. Conduct a statewide study to determine which high school districts and community colleges have significant minority student enrollments.

2. Establish an ongoing relationship with school district personnel (e.g. superintendent, director of guidance counselors, certified personnel administrators, principals and teachers) to generate interest and support, i.e. create magnet programs/schools to encourage and prepare minority students to become teachers (examples: Los Angeles, Houston); provide time and resources for Future Educator programs to inform minority students about careers in teaching; offer guarantees of future employment to minority students who successfully graduate from colleges of education.

3. Establish Future Educator Clubs in the middle and high schools. This effort should be coordinated with school district personnel and guidance counselor offices.

4. Design a minority recruitment postcard to attract minorities into the teaching profession and mail, statewide, to all minority high school juniors and seniors, community college transfer students and minority college

students enrolled in other degree proframs pursuing majors which are fields of certification in secondary education.

5. Send a special "letter of appeal" to minorities currently teaching in the middle and high schools to entreat their ideas and assistance in generating an interest in teaching among minority students.

6. Solicit referrals of underprepared minority teachers and out of license minority substitute teachers from the school district Personnel Office.

7. Co-sponsor a Future Educator Summer Academic Institute with local school districts to provide minority future educators ongoing experiences building upon the summer activities to foster positive attitudes toward teaching as a career option and enhance academic preparation.

8. Meet with middle and high school counselors and encourage them to provide appropriate and consistently positive counseling regarding various careers in the field of education.

9. Encourage school districts to establish a local scholarship fund for prospective minority teachers.

Community Based Activities

1. Establish an ongoing relationship with the director of education of both the Urban League and the NAACP. Convince each to feel a civic responsibility for working with the university to empower the minority community to want to help address the underrepresentation of minority teachers.

2. Meet with the Black ministerial alliance to elicit support.

3. Develop media releases stating the problem, describing the purposes and proposed activities of the college of education's minority recruitment and retention office and submit to local city and minority newspapers, magazines, radio and television stations.

4. Ask businesses and industry to: (a) publicize and support programs designed to encourage careers in teaching; (b) recognize minority participants in future educator progams; (c) establish adopt-a-student programs that raise scholarship funds to support the education of outstanding future minority teachers.

Statewide and Out-of-State Activities

1. Establish linkages with historically Black insitutions that do not have teacher education programs.

2. Obtain lists from the American Association of Colleges for Teacher Education (AACTE) of prospective minority students interested in the teaching profession.

State/Local Teacher Organizations and Alumni Associations

1. Contact state and local teacher organizations and encourage them to :

   * distribute literature to inform students about careers in teaching ;

   * establish programs that encourage teachers and administrators to counsel students considering careers in teaching;

   * make presentations at meeting of the National Honor Society or similar student groups about careers in teaching;

   * establish a local scholarship fund to assist prospective minority teachers with their educational expenses;

   * establish links with colleges of education to maintain contact with prospective minority teachers from the local school district to provide encouragement and support when possible;

   * develop fellowship and loan plans, as incentives for minority teacher preparation in the subject shortage areas.

While these activities may increase the number of applicants, prospective students must be admitted to a teacher education program if the under-representation of minorities in the profession is to be overcome.

Policies and Practices for Minority Retention

As a matter of university and public policy, colleges of education and universities should give top consideration to providing academic support and financial aid for Black and other minority students pursuing careers in education In the University of Cincinnati's College of Education, the assistant to the the dean for minority recruitment has implemented the following retention activities:

- establish a College of Education Minority Scholarship Endowment Fund for minority students pursuing teacher certification;

- coordinate and implement an orientation program for minority students entering the college of education;

- coordinate the College of Education Minority Mentor Program which matches graduate minority students with entering undergraduate and graduate minority students in an effort to increase minority student retention. Graduate students serve as role models, in which to confide and motivate students to achieve academically.

- coordinate quarterly/semester socials to encourage informal interaction among college faculty and minority students.

- establish networks between minority students needing academic support and tutorial assistance in specific subject areas and campus minority faculty with expertise in that subject area.

Conclusion

This analysis of the Teacher Education Program System at the University of Cincinnati addressed recruitment, admission, retention, graduation and placement of minority students. The need for greater numbers of minority students with better academic preparation is clear; even more obvious is that the most significant step toward improving minority representation was to create the position of Assistant to the Dean for Minority Recruitment and to fill that position with an energetic, assertive, and dedicated professional who had experience recruiting minority students. As significant as this step was, the teacher education preparation system was not able to act on it until conditions and events in the college were right. Budget cuts, program reductions, and external accreditation caused delays in acting on the need to address declining minority enrollments in spite of a general consensus among faculty and administrators that the college had a problem.

In systems like the University of Cincinnati, ideas take time to become reality and new positions require time to have a measurable impact. The idea for a minority recruitment officer in the college was proposed in 1982, was discussed and debated now and then by various committees and groups for about two years before it was recommended to the Provost by the dean in 1984, and was finally approved and built into the budget in 1986. Noticeable increases in the number of minority graduates will not likely occur until 1990 or 1992. Just as the TEP system required time to make the minority recruitment position a reality, the system must allow sufficient time for the activities of the minority recruiter to have an impact.

Meanwhile, admission procedures and criteria must be reviewed to assure that capable minority applicants are not rejected, and the efforts to support minority students after admission to the college must be continued. Finally, the college must work closely with public schools, external agencies and other groups to assure that minority graduates are placed in acceptable teaching positions.

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A Recruitment, Retention, and Incentive Program for Minority Students to Become Teachers

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Problem Identification

In the southeastern United States, particularly Georgia and its bordering states, black and other minority students are under-represented in all teacher education fields. Mathematics, sciences, foreign languages and special education are teaching areas with an even greater shortage. An under-representation of minority teachers is critical from both a cause and effect perspective. Although the nature of the under-representation is pervasive, the problem is surmountable. The solution lies in better use of existing resources through a cooperative effort of public schools, private industries and higher education.

Most major educational reform reports on teacher education (e.g., Holmes Group Consortium, 1986, and Carnegie Forum on Education, 1986) address the problem of this under-representation, which is particularly a problem in areas where black, hispanic and other "minority" students comprise a "majority" of the public school population. Lack of role models in the schools, lack of encouragement towards an orientation for success and no representation in the education process are but a few of the resultant problems.

Nationally, less than 10 percent of the teaching force was black in 1981 (Grant and Snyder, 1984). Predictions indicate that in the early 1990's the figure will drop to less than 5 percent (e.g., Goertz and Pitcher, 1984, and Winkler, 1985). There can be little doubt that this presents a serious under-representation when more than 35 percent of the public school population will be comprised of minority students by the 1990's (Kortokrak-Clark, 1987).

Although this specific teacher shortage is pervasive nationally, it is acute in portions of the Southeast. In Georgia, approximately 10 percent of the teachers are black, while about 40 percent of the public school students are black. In some of the state's southern school districts, the ratio of black students to black teachers is even higher. By the year 1990, it is estimated that 55 percent of Georgia's public school population will be black; however, less than 6 percent of the teachers will be from all ethnic minorities (Futrell, et al., 1986). This is partially a result of a substantially higher birth rate for blacks, 19.0 per thousand as opposed to 14.2 per thousand whites in 1984. It also reflects a reversal in long term migration trends. From 1970 to 1980 the black population of Georgia grew faster than the white population for the first decade since 1800 (Lee, Bates, and Bachtel, 1986).

The shortage of minority teachers is compounded by a number of other problems:

1. Georgia faces an overall teacher shortage of major proportions. Most years 50 to 60 percent of the new teachers employed in Georgia must be recruited from other states. Georgia has the highest number of provisional or probationary certified teachers of any state in the country. Almost 10,000 teachers are not fully certified (Futrell, et al., 1986).

2. Specific shortage areas are even more intense. Over 50 percent of all the science and math teachers in the state are not fully certified.

3. The academic ability of black students in Georgia, as indexed by the composite SAT scores, is lower than the national average for black students and for all students in Georgia (715,722, 842, repectively).

4. Female students from low income families, a group with high participation in teacher education, participate at one-half the rate of low-income males in student aid programs to help them in college.

5. Participation rates of all students in terms of higher education in Georgia is in the lowest 10 percent in the nation and only 40 percent of those who do enroll receive a degree.

In short, there are numerous problems which complicate the specific shortages of minority teachers, especially in math, science, foreign languages and special education. Educational experiences for prospective black teachers have sometimes been inadequate. While training more minority teachers is important, training teachers of the highest quality is even more important. Georgia and other states in the region need qualified minority students to be graduated in critical shortage fields. Existing circumstances prevent this from happening without intervention.

Project Description

Recruitment

Local school district teachers, counselors and administrators identify promising black high school juniors and seniors. District personnel, students and college personnel meet to explain the career and social benefits of being educated as a teacher and returning to one's home community to teach. College counselors meet with students and parents in their communities to explore such opportunities. Campus visits, pre-assessment of skills and counseling are a critical part of the recruitment plan. School districts are diligent partners in the recruiting phase of this project because they are solving their own critical shortages by selecting their future teachers.

Retention

The Academic Intervention Program and the Learning Analysis Center in the School of Education at Georgia Southern assess learning strengths and weaknesses of students in the program and provide instructional help. Academic support includes work on study skills and improvement of competency in the areas of reading, writing and math. This help does not center on the reme-

dial level, rather it supports able students with isolated areas of deficiency.

The practices which have given Georgia Southern one of the highest retention records with students in the University System of Georgia are employed in this program. Special advisors within the School of Education work with students in the program. Regular practices should be sufficient for minorities, because the retention of minority students is higher than that of white students at Georgia Southern College.

Students who are identified as high potential teachers but who lack adequate academic preparation are put through the Developmental Studies program. After they improve their skills, the students are cycled into the regular academic program. Former Developmental Studies students in the beginning courses of the regular curriculum. In English Composition I, 60 percent of former Developmental Studies students perform almost as well as non-Developmental Studies students in the beginning courses of the regular curriculum. In English Composition I, 60 percent of of former Developmental Studies students earn a grade of "C" or above, in College Algebra, 70 percent earn a grade of "C" or above, and in Western Civilization I and II, 65 percent perform at these standards. A substantial number of students who begin in the Developmental Studies program are retained until graduation. In 1985, 24 former Developmental Studies students earned the B.S.Ed. degree.

Incentives

The creation of financial incentives serves two purposes. First, they enable many promising black students to consider the option of attending college and being trained to become teachers. Second, the incentives provide school districts with a reward structure to bring their most able black graduates back to their districts as teachers.

The college organizes financial aid packages including basic federal sources of funds, forgivable loans, scholarships and work-study opportunities. The sponsoring district develops an incentive plan to help repay the cost of education based upon years of service to the district after graduation and certification. Foundation programs are being started in each district to raise funds in alliance with private industry to pay the districts' portion of the cost. District contributions are an essential component of the plan in order to ensure the return of trained teachers.

Summary

Teachers, counselors and administrators identify minority high school juniors and seniors who are good students and who have the potential to become good teachers. Personnel from Georgia Southern College meet with students and their families to discuss the benefits of being educated as a teacher and the special bonus of returning to their home community to teach. Financial aid experts and counselors from Georgia Southern work with the students and their families to put together a package of loans and grants to help finance their college education.

When the teacher preparation program is completed, the local school system will hire the graduates as teachers. They will begin their career in their hometown where they will probably be teaching along with some of the people who taught them. As a successful product of the program, graduates provide a role model for other high school students who might decide to do what they have done and become teachers as well.

Planning for the Recruitment an Retention of Minorities in Science and Mathematics Teacher Education: Some Unobtrusive Suggestions

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The increased need for minority teachers is one of the most pressing problems facing society today. This problem has been compounded by projected demographic trends regarding racial distribution in the United States and the dwindling number of minority teachers. By the year 2000, it is anticipated that well over one-third of the nation will be comprised of predominantly hispanics and blacks, and more than 40 percent of public school students will be minority children or in poverty (American Council on Education/Education Commission of the States, 1988). An article published in **Ebony** magazine states the situation rather pungently:

> Statistics bring this pending crisis into dramatic focus. Presently black children constitute more than 60 percent of the population of the nation's elementary and secondary public schools, according to a 1987 survey by the National Education Association. Yet only 6.9 percent of the country's public school teachers are black. The survey also suggested that at the current rate of population growth and minority teacher attrition, blacks may make up more than 40 percent of the children in the public schools by the year 2000, while constituting less than five percent of the teaching force.
>
> (Whitaker, 1989. p.124)

The situation is further complicated by the fact that opportunities provided through Affirmative Action programs may continue to lure many minority teachers away from the field of education and into business, industry, or the public sector. In fact, a national survey by the Metropolitan Life Insurance Company indicated that while only 25 percent of white teachers anticipate leaving the field, approximately 41 percent of black and hispanic teachers are planning to do so.

The need for minority teachers in the fields of science and mathematics is especially severe, but the issues and the options are similar for any discipline. Two very important questions need to be addressed with respect to declining participation by minorities in the teaching profession: Why is there a declining participation of minorities in teaching? And what are the implications of that declining participation?

With respect to the former question, a plethora of reasons have been advanced. These include meager salary scales, unsatisfactory working conditions, the pejorative role in which the teaching profession is too often cast, student discipline problems and changing standards for licensure in some states. In a report by the Carnegie Foundation, a majority of the teachers involved in the study reported that their greatest problems were those related to "disruptive behavior, absenteeism, turnover, and apathy among students..." (Olson, 1988b, p.5) Quoting from an unpublished report on "The Effects of Competency Testing on the Supply of Minority Teachers" by G. Pritchie Smith, Olson offered the following comment on the magnitude of that dimension of the problem:

> Typical first-time passing rates on the exams ranged from 15 percent to 50 percent for black candidates, and from 71 to 96 percent for white candidates.
>
> The passing rates for other minorities were also significantly lower than for white candidates. They ranged from 39 percent to 65 percent for hispanics; 37 percent to 77 percent for Asian Americans; and 20 percent to 70 percent for Native Americans.
>
> (Olson, 1988b, p. 16)

That same report estimated that in the five-year period from 1983 to 1988, some 19 states have "eliminated approximately 37,717 minority candidates and teachers - including 21,515 blacks, 10,142 hispanics, 1,626 Asians, 716 Native Americans, and 3,718 members of other minorities" (ibid, p. 16). This is cause for serious concern in a nation that is faced with an urgent need for minority teachers.

There is cause for equally serious concern with regard to the second question: what are the implications of the declining number of minorities in the teaching profession? Loehr (1988) aptly described the problem in the following thought-provoking comments:

> As the proportion of white teachers grows, role modeling that might encourage minority students to pursue careers in education decreases. And as the proportion of minority teachers falls, the perceived importance of academic achievement to minority students also declines.
>
> Positive role modeling and characterization are crucial for ensuring commitment of minority youngsters to schooling. Without sufficient exposure to minority teachers throughout their education, both minority and majority teachers come to characterize the teaching profession - and the academic enterprise in general - as better suited to whites.
>
> Under these circumstances, urban (and rural) school systems will fail their students - who drop out in increasing numbers - and their communities at large. And the long-term economic consequences - higher unemployment, welfare, and crime rates, fewer qualified workers - could prove devastating, both for individual states and the nation.
>
> (Loehr, 1988, p. 32)

Minority representation both in the fields of science and mathematics education is already deplorably low, and the condition predicted by Loehr portends an even worse situation. If the low representation of minorities among the community of scientists and mathematicians, for example, continues, many students may never be exposed to minority role models in those fields. Without the inspiration of such role modeling at some point in their education, many minority students may fail to perceive those fields as attainable career options. Given the demographic projections reported by the American Council on Education/Education Commission of the States (1988), this may seriously affect the participation of one-third of the nation's population in its educational and scientific and technological enterprises and, by extension, its destiny.

Given the United State's increasing dependence on science, technology and engineering, minority non-participation in those fields cannot be tolerated, but neither can it be tolerated in any other academic or professional arena. Continuing preparation of scientists, technologists and engineers is essential if the nation is to maintain its scientific and technological development; and preparation of an adequate supply of science and mathematics teachers to produce an on-going

supply of well-prepared students capable of pursuing careers in those fields is perhaps even more essential. This will require many of the nation's best minds, equipped with the best possible preparations to provide the necessary numbers of teachers, teacher educators, scientists, technologists and engineers.

But there must be an equally concerted effort to produce the sort of enlightened leadership in business, industry, government and other segments of society that is needed to assure equitable support and direction of a technological culture. Continuing scientific and technological development is also producing an unprecedented rate of social and cultural change, and the nation needs many of its best minds equipped with the best possible education in positions of leadership to help sociey cope with that change.

That is a job that cannot be accomplished by two-thirds of a nation. The best minds of minorities and other traditionally under-represented groups must not be lost to the effort. The recruitment and retention of minority teachers and leaders into all academic and professional fields are needed to help minority students envision those areas as career options during the formative early years of their education, and to encourage them by example to dedicate themselves to preparing for leadership roles in those fields. Only in this way can the nation be assured that its best minds, majority and minority alike, are included in the reservoir from which its brain trust will be derived.

Rectification of the impediments to attainment of that objective will not be a simple task, however. It must be a total society effort, and it will take time and dedication and hope. "There is no single thing you can do," University of Wisconsin Chancellor Shalala declared in a videoconference on the problems of racism; "you have to do everything to change institutional behavior" (Krogh, 1988, p. 7). This challenge is equally applicable to majority and minority groups. New behaviors, and the new attitudes that will help to shape them, are the key to the resolution of many major public issues ranging from energy conservation and environmental protection to human rights and equal opportunity. Recruitment and retention of minority teachers, for example, is dependent upon both positive actions and attitudes. Recruitment, if it is to be successful, requires response; and a sincere and confident interaction of recruiter and respondent is essential to the process.

A study by Mattai (1988a) illuminated an affective dimension of the problem of minority student recruitment and retention that may provide insight into the task. That research, which employed ethnographic interview methods to examine issues related to the integration of multicultural education into the curricula of southern colleges and universities, involved approximately four dozen black students who had transferred from predominantly white institutions to traditionally black institutions of higher education. Interviews with those students regarding the reason for the change revealed a common concern - they did not feel really accepted into the college community. Whether it be true or not, several explained that many things made them feel that their presence and progress were valued primarily as a concession to legally imposed sanctions for affirmative action rather than as a student with potential. Because issues such as the provision of remedial courses were often cited as necessary for minority recruitment, some noted that they felt stigmatized regardless of their academic ability. Whether justified or not, those feelings did not inspire self-confidence or a sense of identification with the institution, Mattai concluded; and by transferring to a traditionally black institution, those students hoped to find a more supportive environment.

In a second study, which examined the effects of educational attainment

on occupational achievement and income among blacks in the rural south, Mattai (1988,b) observed a sense of geographical immobility among many rural southern blacks. This, he concluded, is indicative of a passivity resulting from a feeling of inability to effect substantial change in their socio-economic status through the resources normally available to them. Richardson (1989) observed a similar problem: "Many minority graduates who attend college as adults are unable to move after they graduate and many live in economically depressed communities - factors that undermine the return they can expect from their education" (p. A47). In economically disadvantaged situations, Dorsett (1988) noted, a majority of females, minority students, and disadvantaged children are lost to subjects such as science by the time they leave elementary school. Those children must be challenged early in their education to prevent their being lost as possible prospects for teacher education or other careers.

Clearly, the task of increasing the recruitment of minority teachers is a multifaceted problem that cannot be approached in piecemeal fashion. The attitudinal problems discussed by Mattai, for example, span the spectrum from elementary school through college. Creative reforms will be required to help the schools inspire minorities and disadvantaged students to perceive education as an attainable option, and even more creative programs may be required to insure the opportunity to pursue that option once inspired. Creative reforms will also be required among institutions of higher education to insure that competent minority students perceive a receptive environment once they reach that stage of development.

Resolution of the other problems will require equally creative action. Given the magnitude of the task, it seems obvious that it cannot be approached as a short-term objective but must be perceived as a long-term goal from the start. It will require full resourcefulness of the educational profession, it will challenge many traditions, and it will require a concerted social effort. The following suggestions are recommended for consideration as appropriate entry points in the effort to increase the participation of minorities in the teaching profession.

First of all, there must be the realization that this is an exceptional problem that may demand extraordinary solutions. It certainly will require extensive philosophical enquiry to insure that the objectives are reasonable and compatible with society's values and aspirations, and it will encompass all facets of the educational enterprise. It will rank among the nation's greatest undertakings and, given the sincere cooperation and determination of a society convinced that the problems must and can be resolved, the effort will succeed.

Second, specific action is needed to help insure that minority students perceive the teaching profession as an attractive option. There is a common perception of education as having a less important social role than other professions such as medicine or law. This has been an issue throughout the history of this country. Soder (1988) noted: "In the early years of the 20th century, no less an authority than John Dewey claimed that teaching was practically the last of the vocations to recognize the need for specific professional preparation" (p. 301). Since the nation's beginning, education has been recognized as essential to the survival of a democratic republic, and those in the profession must somehow communicate that sense of importance of their work to their students, and society must communicate that same message through the provision of adequate support for education. As indicated earlier, meager salary scales, unsatisfactory working conditions, and a poor image of the teaching profession were cited as the reason many minority teachers were moving to other careers. These problems must be overcome lest the nation find it even more difficult to recruit teachers from any source.

Major curricular studies are also needed to insure that the curriculum to which students are exposed is adequate and appropriate for use in a multicultural society. Bullivant sums up rather succinctly the importance of effective curriculum development and implementation:

> Schools and other enculturation agencies employ a curriculum as their main strategy for ordering the selection of knowledge for which they are responsible. Among the many aspects of the curriculum which are considered, that of the selection process itself is crucial. It entails 'knowledge managers' of various kinds coming to value-based decisions about the type of society which the educational system serves. Some of the decisions take account of the empirical realities of the society; others are more ideological. All decisions inevitably involve control over the type of knowledge to be transmitted, to whom, under what conditions and so on. In short, knowledge managers can control power through the way they make knowledge accessible to children.
>
> (Bullivant, 1981, p. IX).

In short, Bullivant continued, those knowledge managers may through the curriculum, have a critical impact on the way the children of various social and ethnic groups interpret their place and status in society. This places a great responsibility on the educational professional in a pluralistic society, especially one dedicated to the principals of equal opportunity for all, to develop an educational system that will preclude the promotion, inadvertantly or otherwise, of any form of ethnic hegemony.

It has been suggested that the high dropout rate among minority students may be reduced (thereby enlarging the pool from which to recruit for teacher education programs), through the development of multicultural curricula such as that mandated by the State of Minnesota (Rothman, 1988). Supporters of this controversial curricular concept contend that it would significantly reduce the alienation of minorities from the mainstream of the society by helping to correct a common perception of education as an 'Anglo thing'.

Entry and certification procedures and standards should also be examined for options to enable qualified minorities from other fields to obtain the preparation they need to enter the teaching profession. Under-employed minority college graduates such as those discussed by Richardson (1989) should be identified as possible recruits for teacher education. Cooperative arrangements should be sought with local school systems to provide for partial support and subsequent employment when possible. Preservice programs should be scrutinized for opportunities to place exemplary minority students who may represent effective role models into the schools as soon and as much as possible. The current educational environment clearly has not been conducive to the production of an adequate supply of qualified minorities in academia. Substantial reforms may be necessary in this as in other areas. This must be approached with caution, however, and this suggestion should in no way be construed as advocating the lowering of either entry or certification standards. Rather, existing policies and procedures should be carefully scrutinized and reformed as appropriate to insure maximum opportunity for the recruitment, training, and retention of qualified minority teachers.

Finally, in the case of the absence of minority teachers as role models as with the other problems, it will be necessary to begin with what we have. The creative involvement of minority students in classroom activities, for instance,

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may be a partial solution. In both the college and pre-college environments, the active presence of minority students assisting in the pedagogical functions may help to inspire other minority students toward continued involvement in academia. In addition, majority teachers who are familiar with and understand the specific needs, concerns, and cultural characteristics of minorities may be effective role models through involvement in campus and community minority activities.

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Recruiting, Retaining and Graduating Black Ph.D. Students: An Ohio University College of Education Success Model

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Shortage of Black Doctorates

Only about 900 doctorates are awarded to blacks annually (Mingle, 1987). Black Americans earned only 829 research doctorates in 1986, 26.5 percent fewer than they received ten years ago. this startling fact was reported by the National Research Council (Chronicle of Higher Education, Feb. 3, 1988).

Given this obvious shortage of minorities in general, blacks in particular, in our nation's graduate schools, colleges and universities appear to be jumping on the "black recruitment bandwagon." Black Issues in Higher Education (Feb. 1, 1988) had no less than ten articles that focused on recruitment, retention, tuition waivers, access and grants relating to blacks in higher education. Black Issues, in its twice monthly publication in 1987, carried two or more articles in each issue that dealt with new programs being developed to attract blacks to higher education institutions.

National Recruitment Effort

From around the country, an effort is being made by large and small institutions alike to attract blacks into a variety of graduate programs. For example: "OSU put teeth into efforts to draw minorities by allocating $7 million annually" (Columbus Dispatch, 1987). the University of Virginia proposed in September 1987 a program for establishing "a more welcoming environment for black students and faculty" that will cost $2.5 million; and "Xerox, Florida bank grants aid minorities at the University of South Florida" (Black Issues in Higher Education, Dec. 1, 1987).

The Ohio University Model

The number of institutions, particularly white institutions, is increasing daily that have publicized their recruitment projects to enroll blacks in a variety of graduate and undergraduate programs. Ohio University in January, 1988, launched its university-wide effort to recruit black faculty and students. Although the Ohio University effort is somewhat unique, the focus of this paper will be directed towards a specific program within Ohio University - "Recruiting, Retaining, and Graduating Black Ph.D. Students: An Ohio University College of Education Success Model."

Concept and Implementation

The concept for the model was originated by a ' 'ack administrator and later expanded to include two additional people (another black administrator and a black associate professor). This trio of colleagues proceeded to plan, initiate and implement the "Ph.D. Associateships for Black Americans" (hereafter referred to as the Model).

An outline of the need and justification for the Model was presented to the College of Education's Executive Council, and after a series of discussions, approximately $66,000 was allocated to launch it with the goal of recruiting six black graduate students for the first year of a two-year program (1984-85 and 1985-86). Five students were recruited for Phase I. Four of those students received their degrees in less than thirty months. The fifth student, who completed all but the dissertation to begin a family, has since returned to Ohio University and is now completing the dissertation.

Geographically, recruitment efforts did not extend afar because four of the students were from Ohio and one from New York. This fact would seem to support the premise as suggested in Academic Strategy (1983, p. 68), that you do not have to comb the country for students because "over 85 percent of the students in America attend college within 200 miles of their homes."

Acceptance

The Model appeared to be more genuinely accepted by the College of Education's administration while more reluctance and quiet, underlying resentment was evident in some of the other white faculty's responses. Interestingly, the negative reaction by some white professors did not surface until the black students were actually on campus. Prior to the black students' appearance on campus, there seemed to be the cynics who took the view that it could not be done successfully.

Recruitment Strategy

The recruitment strategy and marketing of the Model was not especially difficult. Only black colleagues were used to recruit and market the Model because there was an intuitive feeling that credibility had to be established and accepted, primarily because the Model was a new concept and one that could lead to skepticism in a conservative campus environment.

Procedures for recruitment began by mailing information letters from the College's Dean to potential black students who had completed the Graduate Record Examination in the region of Ohio University. After the initial mailing, local and regional "information seminars" concerning the Model were conducted in select Ohio metropolitan areas. Follow-up communications were sent to each person who applied for admission to our Ph.D. program.

To give the Model national visibility, a recruitment/information booth was displayed at the annual meeting of the National Association for Equal Opportunity in Higher Education in Washington, DC, in 1987. Additional recruitment efforts took place in 1987 at the national meetings of the National Alliance of Black School Educators, Association of Teacher Educators, Association of Teacher Educators and the American College Personnel Association. Information flyers were also distributed to select Historically Black Colleges and Universities.

The recruitment effort specifically, and by design, focused on the graduate level so as not to infringe on the HBCUs' recruitment effort at the undergraduate or master's levels. Prior to the fall of 1988, those in academia should know that enrollments in HBCUs had been declining rapidly and, "the number of black graduates certified from the institutions that have traditionally furnished black public school teachers declined form 15 percent to 5 percent of the total certified" (Cordell Wynn, 1987). However, enrollment has risen in many black colleges in the fall of 1988, Chronicle of Higher Education, (Oct. 26, 1988).

Areas of Concern

Although the model started with a good deal of success, areas of concern continually had to be dealt with, primarily by the original trio of black colleagues. Some of the areas of concern included: admission committees who were reluctant to admit blacks to various programs; insensitive and stereotyped attitudes of some white colleagues; general apathy of some colleagues; an overt feeling that special programs for blacks are not needed; white faculty who demanded that increased stipend amounts should also be availabe to white graduate students; initiating and organizing orientation luncheons, especially if left up to some white colleagues, would not even take place; and establishing a network-support system that is vitally important for the success of the Model program.

Faculty Support and Attitudes

Faculty support and attitudes are often important keys to the success of programs that are geared specifically for blacks. It was pointed out by Eileen O'Bryan (1988) that "faculty members have an important role to play in assuming the success of minority graduate students." Education Daily (1987) also reported that access is not enough:

> "College programs specifically aimed at increasing minority retention are not enough to keep such students from dropping out. Rather, postsecondary schools must ask themselves whether the general climate on their campuses is encouraging minorities to finish their degrees."

Niara Sudarkasa, President of Lincoln University in Pennsylvania, is concerned about providing support for black students. In the Chronicle of Higher Education (Jan. 20, 1988), Sudarkasa painted a picture of federal and institutional indifference to the financial, educational and social needs of black students. The authors of this paper support Sudarkasa's views because they feel that support for black students is very important to making them feel at home on campus. Feeling at home leads to academic success.

Monitoring Student Progress - Phase I

An important, though sometimes overlooked, step to success and retention involves the monitoring of student academic progress. Black graduate students in Phase I of the Ohio University Model had their academic progress monitored throughout their respective programs and tutorial support or network assistance was provided as needed. When the Phase I students' performances were compared with other white graduate students, overall grade point averages had similar means.

With the initial success of Phase I, Phase II began with additional funds of approximately $100,000 to be expanded to $256,000 to accomodate eight new black graduate students over a two-year period (1987-88, 1988-89).

Outcomes - Results

The expected outcome of Phase I was to launch a new program to encourage blacks to pursue a doctorate in education. That end has been achieved because the Model was designed to recognize blacks with outstanding academic achievement who possess the potential to rise to leadership positions in their fields. The associateships were intended to assist these outstanding students

who would not otherwise be able to attend Ohio University's College of Education. That outcome has also been achieved.

Some of our skeptical colleagues may doubt the success of a program that only attracted 13 students. In spite of these views, we consider the Model to be a success because a new avenue has been opened to help blacks achieve. The Ph.D recipients in Phase I are currently in positions where they are having a positive impact on many of the black clientele they are serving. They are now in different role-modeling careers, they are in decision-making positions, and they have had a major impact on the life and atmosphere in our college.

The full impact of their receiving their graduate degrees at Ohio University's College of Education cannot be measured in numbers alone because their achievement and they themselves have helped to remove some black stereotypes. More importantly, the blacks in Phase I achieved more in 30 months, in terms of black/white relations and attitudes, than our college has collectively achieved in 10 years or more.

There are, perhaps, many colleges and universities that have programs for blacks that do not work. But, in our view, the institutions that run such programs have a duty and an obligation to see to it that they do work. as put by Collison in the Chronicle of Higher Education (Jan. 20, 1988), "even when black students do enroll in college, they often do not succeed. In far too many cases, predominantly white institutions have only provided revolving doors through which black students enter and exit with little more for their efforts than outstanding loans and a shaken confidence in their own abilities."

The Ohio University Model is not a cure-all for blacks in higher education, but, in our case, we retained the students that we recruited and graduated them. This was done without any special academic concessions or without compromising our normal admittance or academic standards. As a matter of fact, our college's reputation and prestige have been enhanced because the black students got their degrees "the old-fashioned way". They earned them.

Our goal and objective for Phase II is to expand the program whereby we will realize a 100 percent graduation rate. Over 40 black students have applied to participate in Phase III. If they all graduate we will be freer of white cynics, freer of institutional racism, and freer of stumbling blocks that tend to thwart the attainment of goals by blacks in higher education. After Phase III or IV, Ohio University should be playing a small, but significant role in helping to reverse the decline of blacks in higher education on the one hand, and helping to achieve equality in higher education on the other.

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Young Educators Society (YES): A New Direction for an Old Idea

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Young Educators Society: A New Direction for an Old Idea

The teacher shortage predicted for the last decade is now a reality. In some areas of the country, the need for certified teachers has reached a crisis level (e.g. Los Angeles, Salt Lake City, Philadelphia, and Atlanta). By 1987, 171,000 new teachers will be needed by public and private schools while only 142,000 new teacher graduates will be available that year. The projected demand by 1992 will be for 215,000 new teachers annually. Colleges are expected to produce only 978,000 teacher graduates in the next six years to meet a demand for 1.3 million teachers (Solorzano, Collins, Galligan, Hawkins and Peterson, 1986). Since our urban school districts employ a large number of teachers, it is to be expected that this shortage will become increasingly critical for city schools over the next three to five years.

When considering this crisis, the recruitment and retention of qualified minority teachers becomes an area of special importance. The need for minority representation in our teaching force takes on added significance when we focus on our urban school districts which serve the overwhelming majority of minority students.

This teacher shortage is running parallel with a growing concern for the quality of our teachers and teacher cadidates. According to Medlin (1984), colleges and schools of education must begin to "shift" their thinking towards the education of quality teachers and away from merely producing as many teachers as possible. He states that the task for colleges and schools of education is to put into place higher criteria for teacher candidates, higher certification criteria, emphasis on mastery of subject matter, more input into licensing standards and more education of master teachers. From his perspective, only in this way will we improve public education.

A critical issue that is being faced by college and university based teacher education programs and school districts revolves around the emphasis and subsequent responses to excellence in our final product - certified teachers. In viewing this current focus in relationship to the teacher shortage crisis, it becomes apparent that teacher education programs and school districts must work together to develop creative ways of addressing this quantity vs. quality dilemma.

A Creative Response

In February 1985, representatives form the Milwaukee Public schools and University of Wisconsin-Milwaukee's School of Education met to discuss how to begin to address the problems of quantity and quality in our teacher candidates. It was decided that students in the high schools who express an interest in, and/or aptitude for, careers in education should be cultivated and supported by the public schools and the university. To that end, we began the develoment and implementation of an updated version of the Future Teachers Clubs of America in the 15 high schools in Milwaukee.

In reviewing the purpose of the future teachers clubs, it was determined that our groups would have a different direction than the original program. The effort in our groups would be recruitment of students, particularly minority students, into professions in the field of education. By identifying these potential candidates at the ninth grade level, it would be possible to provide appropriate advising and skill development to better prepare students for their future careers in education.

The basic goals of the program were threefold:

1. To provide a resource for students to explore careers in education.

2. To attract and encourage all students, especially minority students, to seriously consider teaching as a career.

3. To implement activities for students to identify and develop essential skills necessary to be an effective teacher.

In addition, there would be efforts made to involve teachers throughout the school system and to obtain their support for the program. It was felt that teacher participation was a necessary component in order to provide students with a positive image of the profession. Further, it was deemed important to encourage faculty from the School of Education to interact with and provide resources for the program.

Strong support for this effort was provided by the Milwaukee public schools top administration. This was provided by the designation of public school staff to help in development, monitoring and in the form of financial allocations. Money was allotted for student transportation, printed flyers and posters, and payment for individual high shcool staff members who would serve as advisors. (Advisors were paid extra for their time if it was necessary to hold meetings after school.) Also, this support from the top made communication and requests for assistance much more effective and efficient.

To initiate the program, the Assistant Superintendent asked the principals from the 15 senior high schools for their assistance. The principals identified a guidance counselor and a regular classroom teacher from his/her building to serve as the advisors for the club in that school.

In Spring 1985, these teachers and guidance counselors met with a group

of faculty from the University of Wisconsin-Milwaukee School of Education, and Milwaukee public school staff to begin to structure the specific steps necessary to implement the clubs in each school. Release time for the teachers and guidance counselors for this half-day meeting and the other half-day meetings throughout the year was arranged by Central Office and paid for by the school district.

There were three initial objectives for teachers and guidance counselors to address: to select a name for the clubs, identify strategies for recruiting students, and identify possible activities for the students in the clubs. All three objectives were discussed and ideas generated. The name selected was Young Educators Society (YES). This name was chosen so that it would expand to include other careers in education. Lists of possible activities included tutoring at the high school, middle school, elementary and day care levels; "shadowing" teachers, principals, counselors; conferences on careers in education; guest speakers from the university and community; mentor programs with students in teacher education programs at the university; weekend retreats; helping in study skill programs; etc. Recruitment strategies included posters and flyers, teacher recommendations, interests and aptitude as measured on vocational tests given once a year in all high schools, announcements, and conferences with individuals and groups of students.

November, 1985, was targeted as the month for the first meeting of the YES groups from each school. In September, 1985, the teachers and counselors met once again with faculty and staff. This meeting was designed to develop a specific plan for recruitment and a tentative schedule of activities for the school year. Approximately 225 students entered YES during this first year. Of those, more than 100 were minority students. Distribution across grades nine, ten, eleven and twelve, was relatively equal.

A variety of activities were conducted in the groups at the individual level. Some examples of these activities included: tutoring programs within the school and/or neighboring schools, speakers from the community and the School of Education, working with teachers in classrooms at a variety of grade levels, observing classes at the university, visiting other area teacher preparation programs.

A number of public school staff and university faculty have been guest speakers at YES meetings and a number of student teachers from the university have met with individual groups. Information on university admission criteria, advising practices and financial aid has been provided for YES groups. Others activities varied, but included tutoring within the building, as well as at local elementary schools.

Two major events have been conducted for all YES groups. An all-day conference on careers in education was held at the University of Wisconsin in February, 1986. More than 175 YES students attended. Financing was provided jointly by Milwaukee Public Schools and the University of Wisconsin-Milwaukee School of Education. The student evaluations of the conferences of this type should occur on a regular bases. The event led to YES students observing in some classes at the university. The conference served to involve more faculty with the YES groups.

Students participating at the conference were asked to evaluate the day. Some examples of their comments are:

- I'd like to come back another time.
- All workshops were excellent in content and presentation.
- The positive things about it were that the workshops opened up my mind about the different strands in teaching.

- It showed me my strengths and weaknesses in relation to the teaching profession and was more than worth the time set aside to attend.
- I wish there could have been more time.
- I would love to have more meeting like this. It gave me a chance to really understand what I want to do.

Another very successful event involved YES students in the activity of shadowing an elementary teacher for a day. More than 110 students and 116 elementary teachers participated. Students were placed in 53 Milwaukee elementary schools at the grade level of their choice. This event was structured by Milwaukee public school staff with the assistance of university faculty.

Some of the comments from the high school students who participated in this activity are as follows:

- The teachers wanted to teach and the children wanted to learn.
- Not only did I meet a fantastic teacher, I had a chance to meet some wonderful kids . . . and had the opportunity to teach a group of 30 students rather than one or two.
- The happiness felt in the room I visited.
- Kids give back all the effort and love given to them by their teacher by good behavior.
- I would not have changed a single moment of the entire day. I have never seen a group of children so obviously happy with their teacher or themselves.
- It's not as easy as it looks. There is a lot involved. You must be a sensitive, understanding person, and highly motivated. Teaching is not always clear skies.

Evaluation and Future Plans

In June, 1986, the advisors of the YES program met one again with faculty from the School of Education and Milwaukee public school staff. This meeting focused on evaluating the program and setting directions and goals for the second year. Everyone involved with the program felt that the first year was an overwhelming success.

There were 15 students in the YES groups who indicated that they would be attending the University of Wisconsin-Milwaukee in Fall, 1986. Nine of the 15 have been admitted as pre-education majors. Faculty from the School of Education will be in communication with these students and will monitor their progress.

Plans for the second year include:

1. More conferences at various colleges and universities in the area.

2. Implementation of the logo for the program which was developed by one of the high school groups.

3. Development of a resource guide for advisors that would outline activities and locations for tutoring and other teaching experiences in which students could participate.

4. Implementation of a newsletter that would be used as a vehicle for the YES groups to share ideas with each other.

5. Exploration of the steps necessary to extend the program into the

middle schools in Milwaukee, and to develop the program in the surrounding suburban high schools.

Conclusions

The current demand for more and better teachers must be addressed by school districts and teacher education programs. It is important that a cooperative effort is made to develop creative solutions and programs that will respond to the quantity/quality issue.

YES is one creative response that has met with success and enthusiasm. In viewing the results of the initial year of implementation, we are convinced that effective teachers for the future will not be available without an organized, comprehensive effort on the part of all of us who have made a committment to the profession of training teachers.

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Unity In Diversity: Creating an Atmosphere of Understanding

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Background

Unity in Diversity is a celebration of humanity, its differences and similarities. The purpose of the UID week is to celebrate the uniqueness of the population of Northern Illinois University by highlighting and promoting awareness, understanding, and ultimately acceptance, of differences in race, gender, nationality, religion, sexual preference and physical and mental ability. Through a week of activities, lectures, performances and other experiences, the Unity Coordinating Committee has sought to provide opportunities for personal growth and revelation.

UID was borne out of turmoil and strife. Specifically, in the spring of 1987, a small number of particularly disturbing incidents took place on Northern's campus. Notably, an underground newspaper entitled Stumph was distributed around campus. Stumph contained vicious and virulent material regarding minorities in general, Blacks and Jews in particular, coupled with other incidents, including the distribution of racist flyers. The president of Northern Illinois University, John E. La Tourette, convened a campus-wide task force on discrimination at NIU. The purpose of the task force, composed of faculty, administrators, students and staff, was to create a plan of action for the campus. The plan was to contain both long and short range strategies for alleviating all types of discrimination on NIU's campus.

This paper addresses one aspect of the task force's recommendations, namely the establishment of a unity week to diversity found within the population of NIU. The first unity week was held during the fall of 1987; the second was held this past fall. What follows is a general description of the second week: the planning committed, fund-raising activities, contests and future plans.

Coordinating Committee

The UID coordinating committee was, and continues to be a unique group, composed of faculty, administrators, staff, students and community representatives, all serving on a volunteer basis. Co-chaired by the vice-president of student affairs and this author, the committee was assigned one graduate student whose sole responsibility was to facilitate the implementation of the week. In addition, the Campus Activity Board, a student-run organization which has the responsibility of administering student-funded activities, worked in conjunction with the coordinating committee. All other activities - planning, fund-raising, publicity and organization - was left to the committee members. That such a vast array of activities was provided in such a short space of time was testament to the depth of commitment and dedication of the committee members.

Although it ostensibly had two co-chairs, the committee was run by consensus. Formal procedures, such as the taking of minutes and voting, were eschewed. Because of the cohesiveness of the group, decisions were made based on mutual respect and the commitment to the philosophy of the week. As a result, the diversity of the week is a reflection of the diversity found among the members of the coordinating committee.

Sub-committees

In planning the first unity week, committee members recognized the need for the formation of sub-committees to concentrate on specific aspects of the week. The following sub-committees were created: major speakers, lunch-time activities (nooners), promotion and advertisement, fund-raising, scheduling and facilities, special events, poster/essay/speech contests, residence hall, performing arts and academic programs.

With regard to fund-raising, it was understood that the budget for unity week was limited at best. The Campus Activity Board was extremely generous in its willingness to underwrite a number of the week's activities. Also, daily support for incidentals was provided by the Student Affairs Office. Committee members made many in-kind donations as well. But members were aware that outside funding was imperative due to the lack of overall university funds, the costly nature of some programs and the need for cash prizes for the winners of each of the three contests.

With help from the graduate student, a fund-raising portfolio was developed. Armed with this portfolio and an abundance of enthusiasm, the two members of the fund-raising sub-committee helped to raise close to three thousand dollars, which included generous donations from the NIU Black Alumni Association. Additionally, local businesses made generous contributions of money and prizes. For example, a local stereo shop donated a compact disc player to the winner of the essay contest both last year and this year. The support for UID noted in the community was gratifying.

The Week

Space does not permit a complete listing of all the activities that were planned for UID. Overall planning for the week concentrated on four main areas

main speakers, nooners, special events and the essay, poster and speech contests. Each day was packed with many activities, some overlapping. This was seen as both a strength and a weakness of the week's calendar. The week began with a combined ecumenical service and culminated with a program and balloon release during half-time of a football game. Coincidentally, the week's close coincided with NIU's Parent's Day. The committee seized this opportunity to include parents and community members in the final celebration.

Special attention was focused on academic programs. The committee felt strongly that, while activities and speakers were important, the infusion of the study of diversity throughout the various curricula was essential to ensuring enduring change on the part of both students and faculty. Faculty were encouraged to use the week's theme as a springboard for class assignments, discussions, readings and lectures.

In the essay, poster and speech contests, the contestants were asked to exemplify diversity in writing, design and speech. A special awards presentation was held to honor winners and runners-up for each contest and monetary prizes were awarded.

Feedback

A doctoral student, chair of the promotions sub-committee, conducted a follow-up study of UID. Using a random sample, 300 students living in the campus residence halls were identified as subjects. In a standardized telephone interview, a total of 150 responses were obtained. Questions were directed to participation during the week and attitude. With regard to participation, the results were disappointing. Only 11 percent of the respondents reported attending an event. On a positive note, however, students overwhelmingly supported the concept of the week. Specifically, 55 percent of the respondents indicated that they were more aware of diversity on the campus because of UID, 82 percent felt that UID promoted a positive attitude toward diversity, and 91 percent believed that the week should be continued. It is interesting to note that while most students in this sample did not participate in the week, an overwhelming majority felt it was of worth and should be continued. Although the sample is limited to students in residence halls, attendance at many of the more specialized events bears out these data.

Future Considerations

Planning for the Third Annual Unity in Diversity Celebration is already underway. Some structural changes have been made for next year's planning. Most significant is the assignment to the Campus Activity Board the responsibility for planning all student-funded activities. Since students administer this board, and funds come directly from student fees, this is perceived as an appropriate reassignment of responsibility. Moreover, this action will serve to enhance student interest and participation in the week. Next year's committee chair is a college dean. Again, the firsthand involvement of college faculty is seen as a positive step. All former committee members have been invited to serve on the coordinating committee in an advisory capacity. Expanding committee involvement to fresh participants is essential if the week is to become institutionalized. Most likely, the number of activities during the actual week will be reduced. Conversely, a major goal for next year's committee is to plan more UID-related activities throughout the school year. The committee was acutely aware that

activities were only held during one week of the year. For true understanding, the celebration of diversity must be continual and pervasive.

Afternote

Some recent unpleasant incidents on campus have once again underscored the need for continued attention to the promotion of understanding on NIU's campus. Unity in Diversity is but one small component of a larger campus program to ensure a positive environment for the students, faculty and staff at Northern Illinois University. Although we have made an impact on campus, "we have miles to go before we sleep."

Black Teachers and At Risk Students: Present Realities and Future Implications

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As the twenty-first century rapidly approaches, teacher educators are facing a serious dilemma. The "typical" student for whom educators' pedagogy and prescriptions are designed is an endangered species. Highly motivated, achievement-oriented, white, middle-class students from two-parent families are becoming scarce in most school systems - rural, suburban or urban. In ten years, these students will be even more rare. Hodgkinson's (1987) and Coates and Jarratt's (1987) data confirm that divorce, delayed marriage and childbirth, declining fertility rates among white, middle-class women, increasing fertility among poor minority women, and the influx of immigrants from Mexico, Asia and the Caribbean will dramatically change how we administer schools and instruct students. Unless the education profession makes reforms to accomodate these students, then the year 2000 will not bode well for education. There will be a large pool of middle-class, white aged who will be asked to financially support poor, non-white public school children, who are being taught by middle-class, white, female teachers trained in the pedagogy of the 1960s who work in school with administrative structures and hierarchies designed for schools in the 1900s. These are often ignored factors that will contribute to the growing numbers of children at risk.

McCann and Austin (1988) stated that the term "at risk" is becoming an inclusive term that is used to describe many different types of students: those at risk of dropping out of school; truants; students not on task; students who misbehave, attempt suicide, become pregnant, have limited language proficiency, are poor, come from single-parent households; latchkey kids, students who were born prematurely or to teen-aged mothers; and, of course, any minority student regardless of social class status. "At risk" is a new name for an old problem - students that are not white, middle-class, from a traditional family and who present a challenge to the profession. If these descriptions will apply to the vast majority of public school children in the next ten years, then it seems logical to conlude that "at risk" is not an operative term, because it will fail to distinguish

one child from another. It is a definition without distinctions.

"At risk" is defined as low-income, black students who are likely to live in female-headed households. In schools, these students score poorly on standardized tests. They lack basic reading and mathematical skills. They are tracked early. They are often placed inappropriately in low ability groups in elementary school, in vocational and general courses in high school. They are suspended and expelled more often, and eventually drop out of school or become pregnant.

These "at risk" students will represent America's future workforce. Our economy and success in the world market will depend on these types of students. By the year 2000, more than one-half of all new workers hired will be members of a minority group, nearly three times the current figure (Business Week, Sept. 19, 1988). The growing numbers of at risk, black students must acquire not only basic skills. They must also be taught higher levels of math, science and critical thinking skills than ever before.

This paper proposes then that there are more compelling reasons to recruit and retain black teachers than the need for black role models or as a response to political pressures. This paper proposes that black teachers are more likely to be effective teachers of at risk black children. They are therefore more likely to produce the pool of needed educated workers for the 21st century.

Why are black teachers more effective with these students? First, black teachers are more likely to be in cultural synchronization with black students. Secondly, black teachers are more likely to have higher expectations for black students than their white counterparts.

Cultural Synchronization

Research by Byers and Byers (1972) provides some help in understanding the cultural and racial implications of the synchronization between teacher and student. Byers and Byers investigated the nonverbal communication between teachers and students. They filmed the interaction between a white teacher and two black and two white girls in a nursery school. They found that one of the white girls was more active and successful in getting the teacher's attention. She looked at the teacher 14 times. The teacher reciprocated eight of these times. On the other hand, the more active black girl looked at the teacher 35 times, but she only caught the teacher's eye four times. The researchers concluded that the black girl, unlike her white counterpart, timed her glances at inappropriate times, making inappropriate moves at crucial times - pulling when she should have pushed or pushing when she should have pulled. The black girl, unlike the white girl, did not share with the teacher an implicit understanding of crucial cultural nuances, gestures and timing, resulting in frustration and missed opportunities. Conversely, the white girl's identity produced many instances of expressed affection and learning opportunities.

This incident is one explicit example of what occurs in schools when teachers and students lack cultural correspondence or are not synchronized culturally because of differences in race and class. The white teacher and the white child understood the stated rules and the subtleties of the majority culture's verbal and nonverbal communicative processes. For the white child, interaction and learning with the teacher was productive and enjoyable, while the black child had the opposite experience.

The concept of cultural synchronization is based on anthropological and historical research that advance the finding that black Americans have a distinct culture, which has as its foundation identifiable norms, language, behaviors and attitudes from Africa. The historian, M.J. Herskovits (1958) was one of the first to

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identify these African retentions. There are many present-day scholars, such as Hilliard, Hale and Boykin, who contribute to this body of research.

Current manifestations of Africanisms, researchers claim, are most prevalent in lower-class black communities where racial isolation persists and assimilation into the majority culture is minimal. These blacks have been called ordinary, common, average, typical (Pasteur and Toldson, 1982), and community blacks (Kochman, 1981). Although there are regional and social class variations of the displayed behaviors, there appears to be what Boykin (1986) calls a distinctive cultural deep structure which reflects a pattern of attributes and exhibitions.

Data support the supposition that not only do blacks have a culture that is distinct, African-based, identifiable, and more ancient than European culture, but the two cultures are incongruous and contradictory. Three African retentions are particularly problematic for black children in school settings because they are so incompatible with the white middle-class school norms. These three characteristics are:

1. style or manner of personal presentation
2. use of Black English
3. cognition or the processes of knowing and perceiving.

Style

Black children's, particularly black males', language, style of walking, glances and dress have engendered fear, apprehension and overreaction by many teachers and school administrators. The fear and trepidation which black youngsters are able to engender in adults has contributed to the exaggeration and continued use of these cultural styles. Cooke (1972) has provided interesting photographs of black nonverbal communicative styles, such as giving or getting skin (hand greetings), standing stances and walking stances.

The verbal communication style of black students baffles school personnel, especially white teachers, who fail to understand black students' experssive language. Verbal ability is valued as highly as physical ability among black males. Foster (1974) provided many illustrations of black verbal encounters in his book, Ribbin', Jivin', and Playin' the Dozen. He stated that whenever black males, young or old, assemble, a boasting or teasing encounter usually ensues. The contest of words is an important male ritual in the black community. Smitherman (cited in Pasteur and Toldson, 1982) described the talking style as "exaggerated language; mimicry; proverbial statement and aphoristic phrasing; punning and plays on words; spontaneity and improvisation; image-making and metaphor; braggadocio; in direction; and total semantics" (p. 191). Students call these verbal communicative processes by a variety of names, such as ribbing, jiving, woofing, signifying, playing the dozens, camping, joning, styling and profiling.

Black students' style of dress has invoked many mandatory school dress codes. The dress has been characterized as conspicuous, colorful, visually stimulating, expressive and intense (Toldson and Pastuer, 1982; Kochman, 1981). Kochman claimed that black males and females, unlike whites, regard clothing as statements about themselves and their self worth. Designer hats, sunglasses, jeans, athletic shoes and gold jewelry are all status symbols which black teens use to express their self-worth in a world which consistently provides messages about their powerlessness and inferiority.

Kochman (1981), in Black and White Styles in Conflict, stated

> . . . blacks and whites assume they are operating according to identical speech and cultural conventions and that these are the conventions the socially dominant white group has established as standard. This assumption - besides adding to the disruptive capacity of cultural differences - speaks to the genreal public failure to recognize that black norms and conventions in these areas differ from those of whites (p.8).

Kochman provided more specifics of how the differences in black and white cultural styles interfere significantly with the communications process:

> 1. Blacks mode of behavior tends to be high-key, animate, interpersonal, confrontational, intense, dynamic and demonstrative. Whites tend to be low-key, dispassionate, impersonal, nonchallenging and emotionally restrained. When black students present their ideas in this style, teachers consider them agressive and lacking in self-control.
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> 2. Blacks make distinctions between an argument which is used to debate a difference of opinion and an argument used to ventilate anger and hostility. When whites debate a difference of opinion, they use discussion that is absent in affect and confrontation. Many black students are punished for "fighting " when they are simply arguing to vent their anger. For whites, fighting is a verbal as well as physical confrontation. Blacks consider fighting a physical provocation only.
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> 3. Blacks operate as advocates of the material they present in a discussion relying on their personal experiences. Whites relate to materials as spokespersons as if ideas have an objective, not an emotional dimension.
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> 4. When engaged in a heated discussion, blacks make their points when they can enter into the discussion. Deference is given to the person who feels his/her point is most urgent. Turn-taking is the style of whites who generally raise their hand to be recognized. Teachers find black students impolite, aggressive and boisterous when they "cut off" another student or fail to restrain themselves so every student can have a turn to talk.

Black English

The issue of black students' language in school is a crucial variable. Like race, language is an obvious characteristic and becomes a method that teachers use to separate and stereotype. Black students who speak standard English are perceived to be of higher ability and more middle class than black students who speak black English. Lightfoot (1978) stated that the language of black children is symbolic of social and cultural deviance and becomes the basis of teacher hostility toward black children.

When black students employ a more formal, non-stylistic manner of verbal communication, they are likely to speak Black English. This language is considered by school personnel to be an inferior dialect or variant of standard English. Researchers (Dilliard, 1977; Smitherman, 1977; Williamson, 1975) have concluded that Black English is a highly structured, well-formed grammatical system which includes many forms similar in grammar and structure to languages found in West Africa (Baratz, 1972; Smitherman, 1977).

Because black students' spoken language does not match the requirements of standard written language, successful black students must often translate

to standard English before they write or speak. The greatest differences between Black English and standard English are on the level of grammatical structure. Smitherman (1977) attributed this to the fact that grammar is the most rigid and fixed aspect of speech, least likely to change over time. Thus, the grammatical patterns of Black English have been the last component of the dialect to change.

More research is needed regarding ways to assist black students to translate Black English into standard English and to discover how to salvage otherwise talented black students who fail because they cannot master standard English. Eleanor Wilson Orr's book, Twice as Less, is an example of this kind of research.

Cognition

The influential work of Jean Piaget has lead educators to assume that the thinking process progresses through four stages of development: sensorimotor, preoperations, concrete operations, and formal operations. Anthropologists have questioned the universality of Piaget's theory after discovering that the cognitive styles of many non-Western children do not conform to the model (Lubeck, 1985).

It is believed that even black and white children in Western culure perceive the world and process and organize information differently (Hale citing Hilliard, 1976; Akbar, 1975; Pasteur and Toldson, 1982; Shade, 1981). These differences negatively affect black students' achievement. Hilliard (in Hale, 1981) posited that schools approach curriculum and instruction from an analytical versus a relational cognitive style. Black students are assumed to be relational, predisposed to learning characterized by freedom of movement, variation, creativity, divergent thinking approaches, inductive reasoning and a focus on people. On the other hand, schools which are biased toward the analytical style emphasize learning characterized by rules and restriction of movement, standardization, conformity, convergent thinking, deductive reasoning, and focus on things.

The most comprehensive review of the literature on Afro-American cognitive styles (Shade, 1982) concluded that more research is needed before definitive statements can be proposed. However, Shade contended that "there does not appear to be a racial difference in each of the dimensions subsumed under the cognitive style construct," (p. 226). The differences she found in social cognition include the finding that blacks' recognition patterns focus on affective rather than physical characteristics. Black children prefer stimulus variation in the learning environment and a variety of teaching methods and materials. In the area of perceptual style, Shade concluded that blacks have a field-dependent rather than a field-independent cognitive style. Field-dependent individuals have a more global and interrelated approach to visual information, unable to distinguish the necessary parts for problem-solving. The opposite approach, field independence, is characterized by people who are able to isolate the necessary parts from distracting elements in order to solve problems. Finally, Shade found that blacks categorizing behavior is more oriented toward the thematic and functional approach than toward the specific attributes of the objects categorized. Heath (1981) found evidence of this behavior in the questioning style fo black parents.

The differences in cognitive styles discussed above do not infer a superiority or inferiority relationship between Eurocentric or analytical and Afrocentric or relational styles. However, when schools ignore relational methods of instruction and fail to capitalize on the strengths of black children's learning modalities,

they directly contribute to these students failure. In addition, because black students have generally not been taught by methods and with materials that are compatible with their learning style, accusations of inferiority, lack of motivation and dysfunctional home environments are premature and unwarrented.

Teacher Expectations

The role of the teacher in the lives of at risk black students is far greater than for middle-class, majority children. Such students identify teachers as significant others. How minority children feel about themselves is to a large extent determined by how the child perceives the teacher feels about him or her. When children feel unliked by the teachers, they frequently do not like themselves or school. These students feel alienated, discouraged, and they eventually fail. This effect is exaggerated for low-income and minority students because they are more teacher-dependent and more likely to hold teachers in higher esteem than middle-class students (Coleman, 1966).

Holliday (1985) asked 24 teachers to rate 44 black students on reading, math, oral language, spelling, written language, handwriting and classroom behavior. The students also rated themselves on these traits. Holliday found that black children's achievement was minimally influenced by their own perceptions, but it was significantly influenced by their teachers' perceptions. Other researchers have concluded that black and other minority pupils are more negatively affected by teacher expectations than white pupils (Baker, 1973; Krupczak, 1972; Yee, 1968). This is particularly important when the race of the teacher as well as the race of the student is considered.

Teacher expectations as related to student race reveal that teachers, particularly white teachers, have more negative expectations for black students than white students. One of the most often quoted studies was conducted by Rubovits and Maehr (1973). Using 66 "teachers" (white, female undergraduates) in a simulated teaching group of four students, two blacks and two whites, these "teachers" were told that one of each race was "gifted." The results, which the researchers called "a disturbing instance of white racism," indicated that the white "gifted" student received more attention than the black "gifted" student. "Gifted" black males received more criticism than any other group. Generally, white teachers gave less attention, less encouragement, less praise and more criticism to blacks. In addition, they ignore more of the statements made by the black students.

M.C. Taylor (1979) investigated the manner in which race and sex interacted with pupil ability in affecting teacher behavior. In the study, 100 white female undergraduates in a teacher training program presented lessons to "phantom" students, who were alleged to be observing and responding from behind a two-way glass. The students were described as high or low ability, male or female, or black or white. The verbal and non-verbal responses were recorded. Taylor discovered that the subjects who believed that their pupils were black gave fewer positive feedback statements after correct responses and fewer helpful "slips of the tongue" that gave away answers than when the subjects thought their pupils were white. She also found that the subjects in the black male and white female groups were less likely to offer their pupils either kind of assistance - positive feedback or helpful slips. Positive feedback and helpful slips were most often withheld from black males and most often given to white males.

Several studies concluded that teachers had more negative attitudes and beliefs about black children than about white children regarding such variables as personality traits and characteristics, ability, language, behavior and potential. In one study, Gottlieb (1964) asked black and white teachers from six inner city

schools to rate their students. These teachers were given a list of 36 adjectives and asked to select the adjectives that best described their students. Black teachers described the students as happy, energetic and fun-loving, while their white counterparts described the same children as talkative, lazy and rebellious. Griffin and London (1979) administered a questionnaire to 270 black and white teachers in inner city schools with 90 percent or more minority enrollment. The researchers found that 64.6 percent of the black teachers considered minority students to be of average or better ability. White teachers in Eaves' (1975) study rated black children as more "deviant" than black teachers.

Beady and Hansell (1981) used 129 black teachers and 312 white teachers in 60 schools to examine expectations for future student success held by black and white teachers for black students. They found that teacher race was strongly associated with expectation for students' future success in college. Black teachers had significantly higher expectations for their students than white teachers in both low and high achieving black schools.

The most methodologically sound studies were conducted in the naturalistic classroom setting. Brophy (1983) concluded that these studies are more valid because they are the result of naturally formed teacher expectations rather than from questionnaires or experiments in which expectations were induced from contrived information about students. In addition, these studies are more generalizeable and have more external validity than experimental studies.

Simpson and Erickson (1983) observed teachers' verbal and non-verbal behaviors for the independent variables of the student's race, student's sex and teacher's sex. The results showed that white teacher directed more verbal praise, criticism and non-verbal praise toward males than toward females. In contrast, they directed more non-verbal criticism to black males than toward black females, white females or white males. Aaron and Powell's (1982) study also found that black pupils received more negative academic and behavioral feedback than did white pupils.

Corollary studies which concluded that black students have less favorable interactions with teachers than white children include the work of Barnes (1978), Byers and Byers (1972), Gay and Mangold (1974), Hillman and Davenport (1978), Katz (1973) and Washington (1980). No differences in treatment were found by Cornbleth and Korth (1980) and Meyer and Lindstrom (1969). Studies by Brown, Lankewich, Payne and Cornell (1970) and by Byalick and Berstoff (1974) found that teachers gave more praise and less criticism to students of the opposite race.

Do the conclusions of the present paper suggest that:

1. all white teachers are ineffective teachers of black children?
2. all black teachers are effective teachers of black children?

Certainly not. What this paper does suggest is that as a group, white teachers are more likely to hold negative expectations for black children than black teachers, and white teachers are more likely than black teachers to be "out of cultural sync'" with the black students they teach. These conclusions do not ignore the fact that many white teachers are excellent teachers of black children or that many black teachers are ineffective with black children, some treating them with disdain and hostility.

In summary, massive, coordinated, long-term efforts that include schools, colleges and universities, businesses, governments and foundations must be implemented if black teachers will continue to be represented in the profession. Black teachers appear to hold the key to the achievement of the growing numbers of "at risk" black students. Hence, they hold the key to eco-

nomic prosperity in the next century. To ignore this relationship is to place the social and economic survival of America in jeopardy.

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Increasing the Supply of Minority Teachers: A Collaborative Program Between Peabody/ Vanderbilt and Fisk University

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The project is designed to implement a cooperative program between Peabody College of Vanderbilt University and Fisk University, a historically black institution, to provide teacher preparation courses for Fisk students in elementary and special education. Minority students from Fisk are recruited who would be interested in completing certification in elementary or special education, but are unable to do this at Fisk since these courses are costly for Fisk to provide.

Students in the program complete their first two years at Fisk and then come to Peabody during their junior year and the first semester of their senior year

for teacher preparation courses and student teaching. They live on the Peabody campus for these three semesters. This helps the students develop self-confidence and their teaching skills. They then return to Fisk for the last semester of their senior year and graduate with a degree and certification from Fisk.

The funds for this project are provided by a grant from the Fund for the Improvement of Post-Secondary Education. A program coordinator who is a well-qualified, experienced black teacher pursuing an advanced degree at Peabody helps the Fisk students adjust to the predominantly white campus and also helps the Peabody faculty as they work with the students to smooth the transition to the campus.

Peabody/Vanderbilt funds the difference between the Fisk and Vanderbilt tuition for approximately 45 hours for each student. The project director from Peabody and the associate director from Fisk are supported by their respective institutions for their time devoted to this project.

The project is designed to increase the number of minority teachers who will enter the nation's schools. This model could easily be implemented by other institutions.

The Problem

The National Commission for Excellence in Teacher Education (Winkler, 1985) states that minority teachers comprise only 12.5 percent of the K-12 teachers even though minority students constitute 26 percent of the public school population. The Commssion predicts that by the end of the decade that the figures will be closer to 5 percent and 30 percent respectively.

Decline in Minority Teachers

"Teaching, traditionally, has been the major occupation of college-educated black Americans. In 1950, teaching accounted for nearly half of black professional workers, compared to less than one-quarter of white professionals. The concentration of blacks in the teaching profession in the United States was due in large measure to the segregated schooling in the South and the fact that very few other occupations were open to blacks. In the mid-1960s, as black and white schools were consolidated to meet school desegregation mandates, we witnessed dismissals of the thousands of black teachers and the virtual elimination of black principals. By the time court and federal actions were initiated in the late 1960s and early 1970s to prevent further displacements, massive damage had already been done" (Cole, 1986, p. 326).

Cole (1986) continues by indicating that a new danger exists of eliminating black educators from the school systems with the use of measurement to deny access to the profession. Teacher competency tests have been established in 38 states for entry into teacher preparation programs, certification and continued employment (Anrig, 1986). From an in-depth analysis of 10 states, Smith reports evidence that failure rates on competency tests for blacks range from 33 to 88 percent. Cooper (1985) found in her study of 11 southern states, "that between 1980 and 1984 in states that had teacher-competency tests, there was a 6.4 percent decline of black teachers in comparison to a decline of less than 1 percent in those states without teacher competency tests." Gifford (1985) indicates that the serious problem created by low-minority pass rates on the NTE and other standardized competency tests " is the prospect that when minority group pupils, especially those contemplating teaching careers, learn that many prospective minority teachers are judged not good enough to teach, they may lose confidence in their own abilities and conclude that the teaching profession is 'off limits' to minorities" (p. 24).

Blacks are the least likely segment of the population to choose teaching as a career according to a 1984 National Center for Education for Statistics Report. Between 1976 and 1983, the percentage of bachelor's degrees in education awarded to blacks declined by 52 percent. Darling-Hammond (1984) explains, "Academically talented women and minorities, who were once restricted to teaching as a professional option, are now choosing other occupations that promise greater financial rewards, more opportunities for advancement and better working conditions" (p. 6).

"In 1981, for example, only 6 percent (8,400) of the 47,000 blacks who received baccalaureates that year were qualified to teach. However, the number of blacks who actually enter the teaching profession is even smaller" (Garibaldi, 1986, p. 392). In 1981, only 200 of the 5,500 teachers certified to teach in Florida were black (Brown, 1982), and the number of North Carolina's entry-level black teachers declined from 723 in 1977 to 403 in 1980 (Schlechty and Vance, 1981). In Louisiana, the three predominantly black public institutions graduated 662 black education students in 1976, but by 1983, only 217 received education degrees. In Tennessee, less than 3 percent of the teacher education graduates are black. Tennessee State University in Nashville will graduate only 3 black teacher education majors in 1988. The need for black teachers is crucial.

"Black students desperately need black role models for development of self-esteem and identity. They also need counselors who can empathize with their situation as minorities and provide guidance in a society where racism still is alive and well. Majority students need the presence of black teachers and administrators in order to learn to respect blacks in roles of authority and to see them as examples of competent professionals. In this pluralistic society, and especially in one of our major institutions of socialization, the need for interaction with diverse groups is paramount. The demise of the black teacher will not only have a negative impact on the black community, but also on the growth and development of our nation" (Cole, 1984, p. 334).

Teacher Education Reform

The teacher education reform over the past several years has underlined the central role that teachers must play in any effort ot improve schooling in the United States (Graham, 1987). The demands for teacher education reform have come in many forms, but there appear to be seven general themes that cover most of the proposals for change:

1. Various measures of intellectual capability and academic achievement should be used to control entry to teacher education and to teaching to increase the quality of the teaching corps.

2. Prospective teachers should have a strong liberal arts background and substantial coursework in the subjects they plan to teach. Students who want to teach in high schools, and perhaps all teachers, should major in an academic subject.

3. Professional education courses should be more sophisticated and more demanding. Courses dealing with teaching methods should incorporate the findings of recent research.

4. Preservice teacher education should be extended to one full year of coursework beyong the time the person receives the bachelor's degree. Some proposals urge that teacher preparation stretch over the given year period and others argue that teacher education should not commence

until after undergraduate work has been completed.

5. Professional education should involve more field experiences and semester-long teaching experiences.

6. States should develop ways to secure teacher certification that would not require attendance in conventional preparation programs. These "alternative certification" paths would seek to attract people with exceptional talent.

7. Induction programs for first year teachers or special schools for teacher training within public school systems should be developed in order to ensure that new teachers are able to put into effect and build upon what they learn about teaching in college (Austin, Goldman and Hawley, forthcoming).

The Carnegie Forum on Education and the Economy in its report, A Nation Prepared: Teachers for the 21st Century, and the Holmes Group's report, Tomorrow's Teachers, point to a shortage of well-prepared and compassionate teachers for the coming decade. However, they point out that the need for black teachers is particularly acute. Graham (1987) states that black children have to have some black teachers to provide valuable role models as successful members of society. "But black teachers can serve that function only if they are successful (and, for teachers, that means academically successful, so that they can, indeed, contribute to the education of the young)" (Graham, 1987, p. 599).

Most teacher education reform reports recommend post-baccalaureate degrees or training in education as a condition for certification. Many state legislatures have adopted such reforms, but studies show that the number of black students receiving post-baccalaureate degrees is declining. In 1976-77, blacks received 6.7 percent of the master's degrees awarded in the U.S., but by 1980-81, the proportion had dropped to 5.8 percent (Thomas, 1986). If this teacher education reform is further implemented, then the decline in black teachers may be even greater.

Peabody College of Vanderbilt University has an opportunity through a collaborative program with Fisk University, a historically black, private institution to recruit and prepare well-qualified black teachers to enter the nation's schools. Peabody/Vanderbilt is currently involved in three other activities that seek to address the minority teacher shortage. Peabody has increased its minority recruitment efforts including financial aid; it is engaged in a collaborative effort among three predominantly white universities and six historically black colleges and universities; and it is involved in providing assistance to a national Governors' Association project to develop state policies in the South that address the sources of decline in the number of black teachers.

Description of the Project

The Fund for the Improvement of Post-Secondary Education has given support to establish a cooperative teacher preparation program involving Peabody College, Vanderbilt's School of Education and Human Development, and Fisk University. If the program's effectiveness can be demonstrated, this type of program could be easily replicated by other universities.

How Does the Program Work

Fisk University is one of the nation's best known historically black univer-

sities. It provides its students with a comprehensive liberal arts education. Like many historically black colleges and universities, Fisk offers teacher certification in secondary teaching fields but not in elementary or special education. This is due to the lack of resources needed to offer certification in elementary and special education. To offer these courses would require the addition of a number of faculty members, since many of the courses, such as practica and student teaching, are labor-intensive and require many hours of faculty time. Paradoxically, the shortage of black teachers is most severe in elementary schools and in special education.

For more than a year, Fisk and Peabody/Vanderbilt faculty and administrators have been at work on designing a program that would serve to allow elementary students at Fisk University to take their teacher preparation courses at Peabody College, Vanderbilt University. As noted, Fisk, like many small liberal arts colleges, cannot offer the range of courses and practice experiences students need to secure teacher certification in elelmentary and special education. Peabody, of course, provides such courses. Moreover, the presence of Fisk students in Peabody classes enrich Peabody's program.

Fisk students will major in an academic discipline and satisfy their general distribution (liberal arts) requirements at Fisk. In the two semesters of their junior year and the first semester of their senior year, they will live on the Peabody campus and take the teacher preparation courses. During the first two years at Fisk, careful scheduling of prerequisite courses for teacher preparation and the general education courses will occur. Peabody courses rely heavily on current research and this fact earned them an Achievement Award from the American Association of Colleges of Teacher Education in 1987. Moreover, the programs focus on the development of analytical and problem solving capabilities rather than on the learning of specific techniques. Peabody's teacher preparation program is not vulnerable to the criticisms of narrowness and excessive vocationalism that has been leveled at many teacher preparation programs.

Redesigning the Teacher Preparation

Over the past four years the faculty of the Department of Teaching and Learning at Peabody, has been in the process of revising its elementary/early childhood teacher preparation program. During the past three years, they have received a grant from the Office of Education Research and Improvement to use research, problem solving and technology to make needed changes in the program.

After identifying through formal and informal evaluation the problems that our preservice students were having in practica and student teaching, a series of learning experiences was designed to hopefully alleviate the problems. Research on effective teaching, teacher education and classroom management was reviewed and selected for students to use. A series of videotapes of classroom scenes was developed for cognitive discrimination training prior to the time when preservice students would go into the classroom for practicum experiences. Descriptive vignettes that present classroom problem situations were developed to give preservice students an opportunity to solve the problems. Computer simulations were also prepared but had the advantage of including the research that supported the solution they chose.

Another aspect of the program was to prepare students with qualitative research skills (ethnographic techniques) that they might use for self-analysis of their teaching situations. One disk presents three methods of grouping for instruc-

tion: ability, interest and cooperative. Expert teacher commentary is also included.

Another aspect of the program that meets the criticisms of teacher education programs is the close supervision that the students receive while doing their practica and the semester student teaching experiences. Seminars follow-up the weekly observations and extended seminars are held during the initial and mid-semester weeks of student teaching.

Program Approval

The Peabody-Fisk collaborative program for elementary students has been approved for teacher certification and passed by the Tennessee State Board of Education. The Boards of Trust of both universities have approved the program. It is anticipated that the Special Education program will soon be approved as well. While Fisk University is less than one mile from Vanderbilt, Fisk students will live on the Vanderbilt campus during the two or three semesters they are taking education-related courses. This will have the advantage of providing Fisk students wil the opportunity to participate in the informal as well as formal learning environment. They will also have access to the resources of the campus. Interaction among Vanderbilt and Fisk students in the microcosm of the campus will enable both groups to more effectively engage in the multicultural composition of schools and society.

During the last semester of their senior year, the Fisk students will return to their campus to complete liberal arts requirements and to participate in the senior year and graduation activities. Their degrees and certification to teach will be awarded by Fisk University. The first group of students to participate in this program may come as early as the spring semester 1989.

The semester before Fisk students are to arrive on the Vanderbilt campus, a Peabody faculty member of the Department of Teaching and Learning or Special Education, who teaches in the program of the student's interest, will be assigned as an academic advisor. The student will have several meetings with the advisor during that semester to acquaint the student with the campus, the teacher preparation program and procedures and to pre-register the student for the courses to be taken the next semester. The student's advisor will remain the same throughout the program. Prior to the student's first semester on the campus, the advisor will assest the student in completing the necessary forms for screening into the teacher education program. The screening is based on successful completion of the foundations courses in education, passing the basic skills test (which will be completed at Fisk before being permitted to enter the program), and attaining a satisfactory grade point average. A second screening will occur when the student applies for the student teaching semester.

When students enter Peabody as freshmen, they are assigned to a student academic leader who assists them in registering and becoming acquainted with the campus facilities. It is anticipated that this same procedure will be followed even though the Fisk students are not freshmen. Fisk students will be invited to join the teacher education association (STEA) and the education honoraries when they meet the requirements, just as the other students are.

A program coordinator, a well qualified experienced black teacher, serves as a role model and also a sounding board or advisor for the black students. She has a better perception of the problems the students may be facing as they enter a predominantly white campus. The program coordinator also has the opportunity to pursue an advanced degree and become familiar with the programs and facilities of the campus. The coordinator is not intended

to relieve the faculty of their responsibility of assisting the Fisk students in their adjustment to the campus. The program coordinator is a clinical faculty member who also assists the facutly by making them aware of ways in which they may make the transition to the Vanderbilt campus easier for the Fisk students.

We anticipate that the program will serve 10-15 students per year. (If that number seems small, it may be noted that this would be more black teacher education students than graduate from all but two of the state universities in Tennessee.) However, as the program becomes operational, it is anticipated that additional recruitment efforts may increase the number of interested students.

Recruitment of Students

Special efforts are being made to recruit students who have a commitment to Fisk University. Some of the funds from the project are used to develop brochures about the opportunities in teaching and video tapes that depict some of the learning experiences that will be a part of the teacher preparation program. Other recruitment strategies used inlude inviting minority students to Fisk and Vanderbilt to visit classes and to meet with faculty and other students in the program. Newspaper articles and radio programs, such as "Vanderbilt Today," advertise the program.

The funding for three years from the fund supports efforts to recruit students, coordinate curricula, disseminate the results of the program, and provide counseling and advising assistance to the Fisk students involved. With respect to the last of these purposes, both universities recognize that Fisk students may have some difficulty adapting to Peabody/Vanderbilt, even though they will come in a group that will provide some support. Thus, we believe that it is important for the program to have a counslelor/coordinator.

Vanderbilt Financial Support

Vanderbilt will make a substantial contribution to this program through its subsidy of the tuition of Fisk students by paying the difference between the tuition at Fisk and Vanderbilt for the courses taken in the teacher preparation program. This will amount to approximately 45 hours including a semester-long student teaching experience.

Statement of Intended Outcomes and Evaluation

As a result of the implementation of the project, it is anticipated that the following outcomes will be achieved:

1. More well prepared black elementary and special education teachers will graduate from the Peabody/Fisk program and enter the teaching profession.

Evaluation:

* A tabulation of the number of students graduating from the Peabody/Fisk program will determine whether the program has been successful in attracting more black students to teaching.
* A follow-up of the graduates will determine whether they entered the teaching profession.
* An evaluation form will be sent in March of their first full year to the principal of the school where the graduate is teaching to determine how well the student was prepared. At that time, graduates will also be sent a questionnaire about their perceptions of their preparation.

2. Experienced black teachers will provide good models for Peabody/ Fisk preservice students through the role of program coordinator.

Evaluation:
* Records will be kept of the number of times students seek counseling and advising assistance from the program coordinator. The topics of these discussions will be categorized to determine the areas of most concern and should help to evaluate the effectiveness of the coordinator.

3. Interaction among Fisk and Peabody/Vanderbilt students in their teacher preparation programs and more informally on the campus, will enable both groups to more effectively engage in the multicultural composition of schools and society.

Evaluation:
* Again, interviews will be conducted and questionnaires completed by the students before the Fisk students arrive on campus and at the time of their completion of the program. A more objective instrument with a Likert scale will be utilized to evaluate their response to the program.

The project staff is : Dr. Dorothy J. Skeel, Chair, Department of Teaching and Learning at Peabody, who will be directing the program; Dolores Nicholson, Director of Educational Programs at Fisk University and a teacher of education foundation courses, who will be Associate Director and will coordinate the course work and advise students while they are at Fisk; Barbara Crawford, Program Coordinator, who will coordinate the program and advise students and faculty in the transition of students from Fisk to Peabody.

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Chapter 9

Where Are We? Where Are We Going?

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A systems model for implementing initiatives for minority recruitment and retention in teacher education programs was proposed as result of a previous conference in this series, a (Middleton, Mason, Stilwell, and Parker, 1988). The present conference focused on a component of that model, specifically the involvement of community groups. Collaborative partnerships and relationships with elements of the community, government, schools, and other groups are essential because of the complex social, organizational, cultural and economic issues involved in the establishment of a successful minority recruitment and retention program for teacher education.

It is clear from the numerous presentations that one of the many difficulties facing education today and in the future is the decline in availability of minority teachers. Among the emerging problems this creates is a lack of role models for minority students, reduced opportunity for disconfirmation of racial biases and multicultural experience in the elementary and secondary school years for minority and non-minority children, and an increasing potential for a shortage of high quality teachers. This last problem emerges because of the limited participation of minority groups, a large segment of the population, in the pool of teacher education students. Presentations by Huel Perkins, Willis Hawley, Mary Futrell, and Secretary Cavazos, among others, painted the picture clearly. As Martin Haberman so eloquently wrote in the foreword to these proceedings, we are currently facing a "...full blown disaster" in terms of the impact of declining minority student enrollment in teacher preparation programs. This is where we are.

A number of presentations addressed aspects of where we are going. Len Beckum made some constructive suggestions for using tests. Basically he proposed using testing and assessment techniques more effectively to help diagnose and assist in teacher training, rather than to evaluate inappropriate criteria, and create useless barriers, and structures for artificial classification and exclusion. We also were told about promising secondary school initiatives. The Teacher Training Magnet School in Los Angeles, and the Teachers of Tomorrow (TOT) Collaboration of Kansas State University and the public schools, the promoting of teaching as a career to secondary school students by colleges of education at several universities and collaboration of the state department of education and professional organizations in Tennessee on a number of dimensions designed to increase the pool of minority teachers. We also were told about efforts to reduce racial discordance and prejudice on college campuses.

In the course of the conference we learned about a number of efforts designed to create partnerships between universities and other groups. Programs were described that are being implemented in Ohio, Illinois, Tennessee, Georgia, and Wisconsin. Considering these efforts in the context of others reported on in previous conferences this series describing programs in Arkansas, Alaska, South Carolina, California, Florida, New York, and other states, suggests that our society and the field of education are starting to respond to the challenge. Most of these efforts appear to be the result of professional concern and state or local support.

Regardless of the source or impetus of these initiatives, the road to where we are going is beginning to become clear. There can be some hope that we will solve these problems through cooperative collaboration between schools, colleges of education, and community groups and agencies. However, there is still much to do to reverse the trends in the pool of minority college students who choose to pursue a creer in teaching.

Evaluation of the 1989 National Conference on Minority Recruitment and Retention in Teacher Education

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Evaluation of a national conference is necessary for several reasons. First, an evaluation enables the developers to identify strengths and weaknesses in the content and organization of the conference. Identification of strengths and weaknesses is a key step in the ongoing development of future conferences. Second, evaluation permits comparison of the outcome of the conference to the aims and objectives that were developed during the planning stage. An evaluation provides answers to questions such as: "Have we reached our expectations?" or "Have we accomplished our goals?" These answers can be used by the developers as indicators of effectiveness. The need to demonstrate accountability is a third purpose of evaluation. Accountability is an issue when requesting new or continuing funding. Developers are invariably asked to give evidence of accomplishments or benefits. Fourth, policymakers and administrators are among the primary consumers of evaluation results. They make decisions concerning the adoption and implementation of programs. As decision makers, they need evaluation data to inform them of available alternatives.

The results of the evaluation of the 1989 National Conference on Minority Recruitment and Retention in Teacher Education is presented in the discussion that follows. The evaluation procedures are described, and recommendations for future conferences are provided.

Evaluation Procedures

Personnel attending the conference included primary and secondary teachers, public school and university administrators, college professors, government officials, state and federal agency representatives, and consumers of educational services. The attendees at the conference were asked to complete a short evaluation questionnaire. The questionnaire was developed by the author and consisted of four objective items, three subjective items and a comments section. The questionnaire was designed to assess the degree to which the participants thought that the content and organization of the conference was effective. Respondents were asked to complete the questionnaire before departing at the conclusion of the conference. Of the approximately 150 professionals who attended the conference, 57 completed and returned the questionnaire.

Results and Discussion

Item 1 of the questionnaire required selection of the program activity that they found most useful. An overwhelming number (32) of the respondents selected "panel discussions" as the most useful program activity. One explana-

tion for this finding is the interactive nature of panel discussions. Because panel discussions are generally less formal and there is more intimacy between the panelists and the audience, participants feel more comfortable about asking questions and sharing experiences. It is safe to assume that the panel discussion format gives attendants a greater sense of participation. "Large group and plenary speeches" was the second most selected (19) program activity. Although it was not selected as the most useful activity, large and plenary presentations appeared to appeal to the attendants. Several mentioned in the "comments" section that the large group and plenary speakers were "informative", "stimulating", and "inspirational".

Item 2 of the questionnaire involved the content and organization of the conference. A decisive number (47) of the participants selected the rating "about right." The second highest (9) rating selected by the attendants was "too much in a short period of time." This finding suggests that the content and organization of the conference were adequate given the length of the conference. It appears that the attendants felt that a sufficient amount of information was provided, and that the format in which it was provided was conducive to learning.

In item 3, participants were \asked to indicate their willingness to attend a conference on a related topic next year. All of the respondents except one either selected "yes, definitely" (46) or "probably" (10). This finding can be interpreted as an affirmation of the positive impact the conference had on those who attended. It is suggested that participants considered this year's conference to be beneficial and useful to their minority recruitment and retention efforts.

The size of the conference was the focus of item 4. Respondents were asked to rate the size of the conference in relation to how well they were able to obtain and exchange information. A vast majority (54) selected the response "good size" to describe their assessment of the size of the conference. This finding along with the earlier finding that the attendants rated the content and organization of the conference as "about right" further suggested that the conference was structured appropriately for the anticipated number of participants. Conference participants appeared satisfied with the number of individuals who attended the conference and their ability to network.

Items 5, 6 and 7 required qualitative responses. In item 5, the conference participants were asked to describe what they perceived as the strong points of the conference that should be retained in future conferences. Item 6 asked for a description of what they considered to be the weak points of the conference that should be changed for future conferences. Finally, item 7 requested respondents to identify how the conference this year helped them. The responses to these items were as varied as the attendants who completed the questionnaires. However, there were some commonalities among the responses; for example, many participants indicated that more small group discussion sessions were needed in their ratings of item 6. This is consistent with their earlier rating of the "panel discussions" program activity as the most useful. The responses to items 5 and 7 were substantive and reflected the apparent sentiment that the conference was effective. It should be noted that the comments cited in the "comments" section of the questionnaire were generally positive and reiterated the responses to items 5 and 7.

Recommendations for Future Conferences

The evaluation results from the conference this year provided some valuable information for the developers to use when organizing future conferences. According to the evaluation results, the conference next year should

include more small group/panel discussions. This program activity appeared to have the greatest impact on learning and provided the best opportunities for networking. Second, the developers should retain their method for determining the amount and focus of information provided when planning for the conference next year. The results also suggested that the content of the conference was substantive and appropriate in terms of quality and quantity. Third, the developers may want to give some consideration to the number of participants desired at future conferences. It appeared that the size of the conference was conducive to sharing ideas and developing professional and social contacts, and networking with other professionals interested in similar issues. Many participants commented on the warm and positive spirit that prevailed at the conference.

Conclusion

It is apparent from the report of these evaluation results that the 1989 national conference on minority recruitment and retention in teacher education was a success. The challenges faced by the developers of a national conference are to provide information that is enlightening, stimulating, and useful and to provide a platform for professionals to discuss issues and feel a common interest. The developers of the national conference in 1989 appeared to have met those challenges. Participants departed from the conference with increased insight and enthusiasm that will hopefully translate into new initiatives for minority recruitment and retention in teacher education across the country.

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